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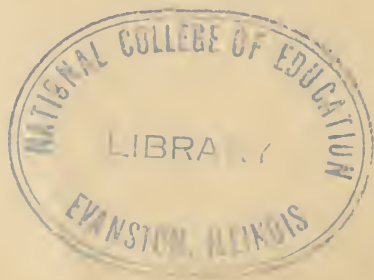
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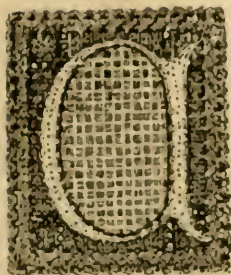


THE BOY COLUMBUS.

KINDERGARTEN MAGAZINE.

Vol. V.—SEPTEMBER, 1892.—No. 1.

COLUMBUS AND THE CHILD.



AS TIME rolls on the Columbus story loses none of its interest, but rather increases and becomes more significant. Not since the great deed was done have there been such eyes to see nor ears to hear, nor has the heart of man been so able to conceive of its depths as now.

We have only reached that vantage-ground from which we may be able to realize the immortality of its humanity, perhaps it is better to say the humanity of its immortality. We have in the stilted past been too much accustomed to a point of view from which we beheld the man Columbus as a sort of pompous, stiff-legged, unnatural fellow waving a banner in the presence of some frightened Indians in a most wooden fashion. This Columbus has been like some great Colossus astride the ocean, one foot on either continent, which has, in a way, isolated him from real human interest and affection.

His wonderful contribution to human development has estranged him from us. The world has stood so much in awe of him that it has enshrined him as some god; or has gone to the other extreme, and, through that envy which is "rotteness to the bones," has hated him and found his deed to have

been due to "foolhardy seamanship," "good luck," or simply the result of a "gold-seeking ambition."

But in these days of just *man*, when man is more and more finding there is "little else worth study" and that nothing but Man is man; when character, frank and true, is the only nobility; when the clap-trap of titles and robes and names amounts to very little; this is the day when we may best search for and find the real Columbus. During a time of slavish bondage to rules and rank, regulations and institutions, he is found to be true to himself and his God. And with Browning we may say:

"The greatest miracle among ye is,
Here stands a man."

Mentally, morally, even physically, a most manly man, he is described as commanding of presence, yet affable in manner, with humor in the twinkle of his large blue eyes. This man, six feet tall, gray with intense inner life at the age of thirty, amidst pompous affectation, stands out like a pillar of fire by night asserting only self-hood, and exercising that wisdom which goes beyond knowledge, and the truth-seeking reader finds that his greatness lies where all greatness must, in child-like simplicity which amounts to genius, since it is only discrimination asserting itself and making its own way through and often right against information.

Columbus was a man led by the Spirit of Truth; as simple as a child, so honest and confiding in God and man, so *confident in himself* that his is a figure most typical of that which we to-day, more than ever, appreciate, and are striving to reach and to teach. And we are better placed in the march of the ages to estimate him and know him, than any who have gone before us.

It is strange that, great and simple as he was, we have never used his story with the children as it deserves, and as those of other historic characters have been. It is probably because he has become so far removed from anything child-like, while, in fact, there never was a truer illustration of child-likeness triumphing in the strength that is beyond, or a

character better adapted to interest and inspire children. We have had too little of the man's own individuality. Columbus' everyday life has had no place in the world. We know nothing about *him*. It is true we have little record of his early days, but we have plenty of what was going on around him and abundant material from which a picture of his later years may be drawn. It seems as if the deed had so completely dazzled human eyes that we have nothing left of him but it, which in itself argues its immortality. But have we not lost somewhat of its humanity in so losing him?

It seems then that the time is only ripe when we may with real profit to ourselves and to our children, and with only justice to a most simple and great man, gather together the many points of Columbus' life, and make them serve for the next generation, as have those of Washington's life.

It is well known how the patriotism of very young Americans is developed in the Kindergarten, through the material which the life of Washington affords. The plays of "the hatchet" and the "feeding of the pony" up to the making of the American flag, arouses enthusiasm most joyful and lasting. There is something so real about it all. George Washington himself stands for Country to the child, who forever after bears the impress of such teaching.

What more complete character than Columbus could stand for *history* and *geography* to the "intermediate" child? What better way to make these two "studies" living than by clothing them with such a personality as his? Columbus, the lonely man, linking the two continents together; he, with the piercing eyes, who literally saw a light shining from out the Dark Ages; this scientific, imaginative man whose faith was born of God, from whom modern history is dated; this man alone (yet not alone, for God was with him), makes a most commanding figure for the purpose.

He was, also, a typical American before America was, in becoming a man of many countries. An Italian under French rule, he became a Portuguese; also a Spaniard; he stood ready to be a Frenchman or an Englishman,—anything in order to find himself and his world and his work. His personality

can stand for all this, and the child may be taught through his life that universalism which is true Americanism. Not that hero-worship, unrestrained and unnatural, is the motive, but that something human may quicken young hearts to affectionately study the times and the places of peoples, of which our times, our country and its people are the result. Then history and geography are to the children living links, leading to their own lives and times. Time does not then seem to be history, and place does not seem to be geography. But how cruelly hard they are, history and geography, as abstractions. They are worse than arithmetic, for they have not the beautiful rhythm of numbers. As "studies" only, nothing real fits together, nothing human nor inhuman builds itself up in the mind.

This Columbus experiment has lately been on trial. An "intermediate" boy of moderate powers, who had been listlessly drawing maps—he enjoyed the drawing—and learning about the "productions," and cities and towns and countries, as though they grew in the book, awoke as from a sleep when it was all made living to him by a few "talks on Columbus." The Dark Ages *were* dark ages, and were most fascinating. All Europe, even Asia, became a place where human feet had trod, and the Mediterranean Sea was alive with real people. The history of it all could hardly be told fast enough. The Portuguese with their peerings down the African coast and about, and finally around the Cape of Good Hope (while Columbus was at last out in the midst of the great ocean sea), all made geography a living thing.

Questions as to what kind of boats Columbus had and everybody had; the kind of things he did not have and that nobody had; whether there were found whirling places of boiling water down there or the good hope of getting on around Africa; the length of time it took to go a few hundred miles through the mud to bury Queen Isabella, anything in the world in any way connected with some person, and that person one who could be loved and respected, commanded complete attention. This young boy has since walked straight into his dry work.

Though we have so few accounts of the early life of Columbus and much of his history is involved in bitter discussion, we yet have enough solid fact at hand to make a thread on which to string the interesting and the uninteresting things of history and geography. If only they have been something to somebody we find human hearts and human minds warm towards them. Mental powers perform but poor work when the heart is not enlisted. Columbus' own terse observation covers the ground when he says "where there is no affection all the rest is as nothing."

There are, then, two reasons why Columbus is exactly the character on whom and around whom we may bestow much study. The first, as we have already tried to see, because he occupies such relationship to history and geography, and second, because, his is, in spite of much effort to make it otherwise, a most worthy personality.* He is certainly good enough to be canonized in the minds of American children as a figure impersonating history and geography, as well as the Finder of our Country. He, more than any one person, was the bringer of light into the Dark Ages. (The little *b. c.* may well stand for "before Columbus" since the Crusades, the Fall of the Roman Empire and almost every event in all history and geography may be dated before or after Columbus.) His

*It is yet very probable that the greatest stain upon his character will be wholly removed; that is, his so-called illicit connection with Beatriz Enriquez. The latest scholars in Columbian literature and in original documents are much moved by the facts as they unveil themselves under the intense present research. There is no doubt but that evidence shall yet be uncovered, if it does not already exist, revealing the fact that Beatriz was his lawful wife. It is true, at least, that there is no existing evidence to the contrary except that "Columbus in his will mentions Beatriz Enriquez by name without adding the title of wife." This is very weak evidence indeed, we all know. That she was not his wife is only an implication on the part of men who have not understood this, or how to account for his wifeless last days. That she was living, but was absent from his side during his great honors, and through his subsequent sorrows and degradation is very sadly true, but there are a thousand more consistent reasons why this might be so, than the one invented by "an obscure lawyer." To quote further from a late writer, DuBois, on the subject, will answer the purpose for the present brief paper. "Although Columbus was loaded with calumny during his life-time, no one dreamed of denying *his connection by marriage with the noble house of Arana, or of questioning the legitimacy of his second son Fernand.*" The argument of common sense may be applied in Beatriz's justification. It is known that her two brothers sailed with Columbus upon two of his voyages in a distinguished position of trust under the Admiral. Would the sons of a noble house thus condone for their sister's dishonor? The slander is of modern origin.

place in history make it possible ; his practical, conscientious, scientific, clean and many-sided character makes it possible ; his great deed makes it possible, and to one who has given it much thought and reading, it seems, not only practicable, but most fitting and just, that Columbus be made a center-point, marking the close of one era and the beginning of a new, at least to the child student.

The warm-hearted childlike man who so desired to be of service, who so loved to be loved, who was always so gentle and dignified, were he living, would ask for no greater place in the world than to be enshrined in the hearts of thinking American boys and girls. His patient heroism far removed from mere adventure is so different in its influence upon young minds from much of the exciting reading they find nowadays, that the stimulus of heroism such as his is more like that of the Greeks, and stamps it with immortal interest.

MARY H. HULL.

Chicago.

The unscrupulous attorney lost his case and the affair remained forgotten until in 1808 Napione, followed by Sportono and Navarette revived the unwarranted assumption with eagerness." We all know how Irving and others have followed these writers. So much for this writer who then in a charming story "*Columbus and Beatriz*" proceeds to advance the theory that Columbus' lonely last days may be accounted for on the ground that, under the desperate influence of awful peril to all records of what he had been led of God to discover, during the storm on the return trip of his first voyage, when, during this peril lots fell thrice to him as the Jonah, he must vow to heaven some great sacrifice. It is also well known, that he was powerfully under the influence of the Franciscans, and that he was already a Tertiary, so the theory is that he then and there secretly vowed a sacrifice of "all earthly happiness, the tender ties of conjugal affection, wife and children, home and kindred" for the safety of all at stake and on board. This is theory only, but is it not more consistent with his well known Christian character than the one which so degrades him—though the world has been too willing to condone it in him—and the degradation of the beautiful young woman of Cordova and the son who was always a most honorable man? But there is more than theory at hand at present, for manuscripts are found where Columbus calls her "wife." Columbus' other deficiencies such as "deceit" and his slave-trading proclivities, may all well be relegated to the tendencies and customs of the times, for while Columbus was harmless he yet had the wisdom that was essential in a great commander.

THE MOMENTUM OF THE NEW EDUCATION.

THE ANNUAL CONGRESS OF THE NATIONAL TEACHERS'
ASSOCIATION.



ON JULY, 1889, but a decade ago, a handful of progressive Kindergartners led by a few prominent educators in public school lines, united in forming a Kindergarten department, tributary to the general National Teachers' Association, which was at that time in its twenty-fourth annual session at Saratoga, N. Y.

Ten years ago Kindergarten was far from being a popular movement. The new department was forced to work its way in the midst of great discouragements, outside as well as inside the educational profession. It was brought, like all similar reform movements, face to face with prejudice, skepticism, ignorance and ridicule.

It held its own, however, from year to year, presented an annual program to its members, gaining here a little more respect, there a trifle more encouragement and vantage-ground. As its representatives proved the system higher, year by year, stronger papers and more worthy discussions were brought out at the N. E. A., and one by one progressive educators paused in passing by the Kindergarten door to hear what was being said inside.

The growth of the work at large was steady and quiet, and success followed the efforts of those whose one involuntary motive was staunch conviction. Schoolmen have not been blind to these marks of progress, some have begun to investigate, others, impelled by its force, have undertaken the

experiment, or enthusiastically supported its furtherance. The very fact that this new sense of the true purpose of education, as embodied in the Kindergarten, has dawned so gradually and persistently, is proof that it is the action of progress, and not the result of accident or personal propelling.

The Kindergarten department in time presented remarkable exhibits of its work at the convention. It held the attention of all such as believe in fruits as arguments in favor of a cause. Casual visitors and parents examined these exhibits of work, amazed at the possibilities of child effort and execution. Teachers of high grades walking through aisle after aisle of Kindergarten product, seeing the skillful, beautiful, educational handwork, looked at each other and said, "This means something." College and Academy men looked it all over carefully, and calculated the invaluable mental discipline and development as well as the psychological weight of thought objectified, and confessed "There are *some* good points here."

To-day manual, technological training is universally acceptable, is in fact the consummation most greatly desired by all progressive schoolmen. The so-called *theory* of the Kindergarten system, had hitherto been considered by pedagogues merely from the standpoint of historic incident. They are being and have been convinced of its practical expediency by the demonstrations made in faith, by true Kindergartners all over this and other countries. A decade of quiet, steady, growing proof, is in itself a fulfillment of what the system has in promise. Tracing this natural evolution of the workings of the Kindergarten, we come to-day where we stand in the midst of an educational renaissance, the reformatory light of which is already enveloping every phase of school work.

The Kindergarten as one of the messengers of this revival, is everywhere knocking at educational doors, from academy to road-side schoolhouse. The alphabet of this miscalled "theory," is being learned by university dean and college fellow, and is being found to spell out meanings of higher,

purser and sonnder education. These signs were all visible to those present at the recent N. E. A. convention. There was but one keynote apparent in all the leading addresses and papers,—an earnest appeal for the living truth in education.

The addresses of welcome made in the open air of Congress Park, and responded to in the most cordial and candid manner by President Harrison, was a happy opening to the program. There were several spirited sessions of the general assembly which deserve a place of mention in this editorial review. The program devoted to the discussion of "Ethical Culture" attracted great general interest. The very fact that an entire forenoon was given to this subject, and presided over by some of the most brilliant members of the Association, is in itself noteworthy.

President Irwin Shepard, of the Winona Normal School, opened the symposium with "Ethics in the Kindergarten." He spoke from the facts of his own experiments and proofs of the possibilities and opportunities of early child training. Mr. Shepard has been one of the pioneer friends of the Kindergarten movement, and has satisfied himself on the debatable points, by testing them in his schools, with children under ordinary conditions. Therefore his word on this subject is and always has been eagerly received.

Mrs. Delia Lathrop Williams, of Delaware, O., discussed "Ethics in Elementary and Secondary Schools," uncovering many but partially acknowledged errors in present methods. The moral management of these departments in general she found to be in need of great reform, and recommended as a remedy more heart work and sympathetic communion between teachers and children,—less sentiment and more honest purpose.

Chancellor James H. Canfield, of Lincoln, Neb., in his own spirited western way, presented "Ethics in the College and University." His exposé of the unrighteousness tolerated in and by the heads of faculties was so forceful and candid, that

the entire audience was stirred to a hearty support of his statements.

The tendency in all these discussions was most emphatically in the direction of the accountability of the *teacher*, his or her honesty, sincerity and humanity, and less in discussion of external means of bringing out these qualities in pupils. In short, ethical culture must begin at home, before it can reach out to its next door neighbor, though the latter be only a child in the primary grade.

An interesting morning discussion was held on the subject of "Literature, Its Influence On all Grades, Classes and People." Hamilton W. Mabie, editor of the *Christian Union*, New York, took up the discussion of "Books for Teachers." In clear argument he set forth the culture advantages to be derived from "the habit of reading" and deplored the apathy sure to follow the narrower life of a teacher or any one, who did not take advantage of this highway out into the great universe of thought.

Superintendent A. G. Lane, of the Chicago schools, gave a most comprehensive description of the "Educational Representation at the Columbian Exhibition." Mr. Lane was made president of the Association for 1892-93.

Among other papers of peculiar interest was that of A. S. Draper, formerly of Albany, N. Y., on the "Duty of the State to the Kindergarten," also that of Mr. James L. Hughes of Toronto, "The Relationship between Spontaneity and Control." The latter paper handled the hitherto vexed question of how much spontaneity should infringe on law and order. The schoolmaster has been given to choose between the two, but finds they must go hand in hand.

Mr. James McAllister, of the Philadelphia Drexel Institute, was warmly greeted and most closely followed as he gave a series of aspects of the New in Education. He touched on the renaissance as emblematic of modern reform, placing the classics, manual training and practical experience as the emi-

ment factors of the new education, as a means and not an end. He made an eloquent appeal that the hand and the spirit be remarried, and intellectual and executive ability be united, and that education, which is as broad as man himself, should seek to bring the individual into relation with his whole environment.

Many equally telling papers were presented to the different special departments, on specific phases of their work. We have reviewed those of general representative workers, to illustrate our claim to an educational renaissance. Each department of the organized teachers' association, as well as of the work at large, should keep closely in touch with the growing sentiments of every other, and so keep in true relationship to all others.

Kindergartners, as educators, cannot afford to overlook the slightest movement on the face of the waters.

PRACTICAL PSYCHOLOGY.*



NOT yet has the day quite run to its close in which the popular superstition obtained that, with almost no qualifying circumstances, love is synonymous with ability to train children. Not a few of us, I fancy, are familiar with the stereotyped answer to questions put to a candidate who contemplates adopting the Kindergarten as a profession.

"Oh, I know I shall succeed, for I love children?" And most of us recognize, in that same confident candidate the girl who, finding herself incapable in other directions, has turned her face to the Kindergarten, because "one does n't have to know anything, especially, to teach such little children!"

The day for this has not gone by. But fortunately for the children, its sands have run low in the glass. The truth has begun at the top and is working downward. The continued, forcefully uttered convictions of educational thinkers, in conjunction with the practical and undeniable good wrought by our hundreds of Kindergartens, the country over, are compelling a general recognition of the fact that the Kindergarten is, of all training grounds, the most difficult and delicate that a teacher can elect. Yet in spite of the unquestionable results of the work of the Kindergarten, there still remains an infinite deal for us to do, before it shall be impressed upon the universal mind that our motto is a double one. Not love

* Read before the Kindergarten Department of the N. E. A., at Saratoga, July 15 1892.

alone, but love and intelligence is the standard of the Kindergarten of the twentieth century.

A mistaken estimate of the province of the Kindergarten is what lies behind us, too often due, in a measure, to a narrow view of the question, even within our own ranks. But except to keep our mistakes in mind as warnings, looking back is, as a rule, unprofitable. What concerns us now is, not the past, but the immediate work of the present and the glowing encouragement and high hope of the future.

Let us then ask ourselves these questions: What is the urgent need of our coming Kindergartners? And how shall we best meet it?

In *Harper's* for May, 1892, Miss Anna C. Brackett gives this definition of a teacher: "A teacher," she says, "might be defined as one to whom everything that children do or say has become a sign. She therefore loses much careless amusement which other people find in their sayings and doings, and she shrinks with a protest which she has often no right to express, from many an account of the subjects which are being taught to them, or the ways in which they have responded to some way of managing."

There is here a hint of answer to both our questions: "One to whom everything that children do or say has become a sign." That simply means that a teacher recognizes the necessity of studying children, soul, mind and body, and to do this to good purpose she must be endowed with abundant love, with quick, accurate judgment, with infinite patience and tact, and she must have attained to scientific exactness in associating effects with causes. This, in a word, refutes the popular notion that love is enough, were we quite without evidence of the injury done to children by loving but unwise parents and teachers who, with all the good-will in the world, lack other most essential qualifications.

My plea is not for psychology. There is no need nowadays to urge that, for the demand for higher standards for Kindergartners has resulted already in the introduction of the study of psychology in every training school that wishes to keep abreast with the times.

"What is to be expected," asks Herbert Spencer, in a wonderfully clear-cut, searching page or two of his book on *Education*, "what is to be expected when one of the most intricate of problems is undertaken by those who have given scarcely a thought to the principles on which its solution depends? For shoe-making or house-building, for the management of a ship or a locomotive engine, a long apprenticeship is needed. Is it, then, that the unfolding of a human being in body and mind is so comparatively simple a process that any one may superintend and regulate it with no preparation at all? If not—if the process is with one exception more complex than any in nature, and the task of administering it one of surpassing difficulty, is it not madness to make no provision for such a task?"

In the introduction of psychology we do recognize the vital need of such preparation. But what we have is not enough, or rather it is not adequate, and it can never hold its true place of importance until "everything that children do or say shall have become a sign," with psychology as partial interpreter.

How many pupils of our training classes go out from their graduating exercises with the book, psychology, at their tongue's end, but with the thing, psychology, as yet a closed volume to them! And what profits it that the words are theirs, that book statements of principles of development are theirs, while all those things are to be of no living value in the Kindergarten with the little children? It is "as if one should be ignorant of nothing concerning the scent of violets," says George Eliot, "except the scent itself, for which one has no nostril."

There are three ways of studying psychology. One is, as I have said, from the book. Another is from the child himself. But the third way—the method which we seek—combines the other two, and gives us a Kindergarten who turns instinctively to the child for a knowledge of his little being, and who has her way thereto smoothed and shortened by the combined observation of all thoughtful child-observers before her. She thus becomes not only a student of psychology, but

a discoverer as well. And because she has the individual as well as the general nature with which to deal, it is especially necessary that she shall thus apply her studied psychology, and formulate an experimental psychology of her own.

Let me go back a paragraph to illustrate what I mean when I say that psychology to the ordinary pupil is only a book, and unfortunately a closed book, after her training. I beg you to bear in mind that my illustrations are from life.

Examine the average Kindergarten candidate upon the order in which faculties develop, let us say. Ask her to go somewhat into detail. She will no doubt tell you, among other things, that as an understanding of the concrete antedates an understanding of the abstract, children can do what they see done earlier than they can do what they are asked to do in language. I have heard such answers glibly given. Later, I have seen the same girls in their Kindergartens, dictating work to children who were utterly confused by it, because they had not yet reached the point of being able to follow language unassisted by the thing for which the language stood. I remember distinctly one such case. The Kindergarten was a bright girl, who required only suggestion to set her thinking intelligently. I took her class without explaining to her her mistake. I built as I dictated, and every little child, listening to me almost unconsciously, and watching and completing every move I made, finished the form in delight over his successes. Afterwards, when the children were deep in the joys of invention, I said to the Kindergarten, who had exclaimed at their aptitude:

"Do you remember anything in your study of psychology about the necessity of putting things before words with the smallest children?"

Yes, certainly she did. She remembered even the heading of the paragraphs.

"Well, that is it," I answered, pointing to my finished form. "You need to translate your book into everyday life."

She looked at me as if a light had dawned upon her. Yet she must have had that told her in her training class over and over again. There lay part of the trouble. Had she

also been sent into a class of children, and had she been directed to observe in their presence the close friendship with which theory and practice clasp hands, she would have looked at one principle of her psychology as a thing to be taken out of a page and woven into a life.

I recall the case of another Kindergartner who was much in earnest in her work. She was in despair at her failure in the management of one child.

"I have tried to study that boy," she said, "but all my appeals to him seem futile."

As I sat and watched the little fellow, who was certainly full of the liveliest and most misdirected of spirits, I heard her say,

"Now, Paul, you want to be a good man, don't you, dear?"

"No, I don't," responded the small mortal, with startling promptness.

And in despair she sent him back to his seat, utterly at a loss what else to do.

Afterward I said, "Your trouble is that you do not study that child in the light of your psychology, and you are not yet experienced enough to use your judgment with effect. If you had done the former you would have appealed to Paul's desire for activity instead of to an impossible desire to attain a certain good, many years in the future. Children live in the present, and they must have exercise."

The truth was that Paul had finished his work before the rest of the class, and having nothing further to make for himself he was attempting to unmake the work of the other children. This young Kindergartner knew it all as well as I did. But she had left it all behind her in her book at the training school.

Every school girl knows that repetition is one of the ordinary conditions of memory, and can tell you so when she is aware that you are asking her a psychological question. She also knows that a thing done once is the beginning of a habit, and that the oftener the action is repeated, the stronger grows the forming habit, right or wrong. Yet with both those bits

of knowledge in her store, ready for use if only she knew how to use them, over and over again does she do something like the following :

The day was warm and the children were restless. One touched his companion lightly on the back of the neck, in playful good humor. The other, of course, with a little laugh, responded. The play grew fiercer. Both hands were used. The second child began to dislike what was fast turning into unpleasant teasing. Finally there came slaps, protests, a call to the Kindergartner, two unhappy, crying children removed from the table, and a disturbed class.

After the children had gone home, I recalled this little incident to the Kindergartner's mind.

"You could have anticipated the outcome of that with the first touch," I said. "It could have ended in no other way. Whose fault was it? If your little children are taught to respect one another's persons, and to touch no child without that child's permission, that never would have happened."

"I do try to break them of the habit of touching one another," she said. But as she herself told me, on further thought, she had forgotten two things, both tending to one result. First, that to help a child to remember he must in the beginning be reminded constantly and continually ; the repetition must follow *every* violation of the rule. And secondly, she forgot that a habit strengthens every time it is given a chance to assert itself. Therefore we both concluded that the children had been punished for the indirect fault of the Kindergartner.

I might multiply instances, were two or three not sufficient to make my meaning evident. I might tell you of the Kindergartner who said she had been "through the book" six times and who literally expressed the truth. When it came to practical work there was nothing to show for it. Another Kindergartner said, if one learned the printed words exactly as they were given, that was enough to insure a good examination mark. This was of course true, if an examination be the object in view of any study. But if the end to be attained be an understanding of mental and moral science—and we

presume that teachers who are in earnest look beyond the examination to the children for whose training they will be responsible—then we must protest against so flagrant a violation of one of psychology's own principles, in placing words, the symbols, before ideas, the things.

There are some points which the average Kindergartner, as a rule, need only to have suggested in order to put them into practice. Among these are such evident truths as the necessity for constant use of the senses ; the need of variety and change in attitude and work ; the importance of interest, if attention is to be held. One does n't often hear a Kindergartner say to a child, "I think you ought to have remembered" that story or this song. She usually remembers herself the conditions attendant upon memory, and recognizes when hers is the fault for forgetfulness in the child. But there are some matters which are less directly evident, and these are apt to prove the Hills Difficult to beginners. What methods of correction, for example, shall one best employ, in hundreds of varying circumstances, with hundreds of different children? That is not always an easy question to answer. But one is at least helped toward its solution if one acts on the general principle that the correction should be a logical result of the action.

In one Kindergarten the teacher had certainly grasped that principle firmly, and acted upon it with clear, sure judgment, deliberation and impressiveness.

The occupation was painting. One child was disinclined to work and did not try. The result was a spoiled, smeared paper. When all had finished, the Kindergartner herself collected the papers. Without comment she passed the spoiled piece by, leaving it on the table. After examining and talking with the children about the collected work, she walked to the table, took up the ruined piece of paper, and saying quietly, "This is n't fit to use. Mary did n't try," she crumbled it in her hand and threw it into the wastebasket. There was a dead pause. Mary turned scarlet, then burst into tears. Very gravely the Kindergartner turned.

"Was that *my* fault? Next time, I think, Mary will have as well done a piece to take home as any one else."

It was a most impressive lesson. The perfect quiet of the Kindergartner's manner throughout, her grave, grieved face, her few words, each powerful with meaning, awed the entire class. Every child felt the justice of that quiet, "was that *my* fault?" And the encouragement given in the last words, the hope for better work in future, quite took away the bitterness of Mary's tears. The correction had followed in the direct line of the fault. It was absolutely impersonal on the Kindergartner's part. She was applying her general principle, and using her good judgment to fit it to an individual case.

Another fact that a beginner may forget is that a little child is absorbed only in such presentations of gift, occupation, talk, as are not abstract to him, as hold an element of familiarity, and possess a living daily interest. One who remembers this will see, for instance, that almost all the forms the children make, whether of knowledge, life or beauty, are forms of life. They may still be forms of knowledge or beauty, as, "Let us make the cake Alice had for her birthday, and see how many forms we can turn out of the mould." "Let us lay some of the flower-beds, or borders, in Alice's garden. We want them just as beautiful as possible." And behold, we have squares, oblongs, triangles, what not; or tasteful designs worked in opposites from a center, or from side to side, in border patterns. All these life-forms are associated in the child's mind with things he knows and loves. And these other new things, which he is just learning to know are thus so closely connected with familiar objects that he finds it no task to remember them. What languor, what tepid interest would attend a frequent request for squares, oblongs, triangles, as geometric forms only. Then, if as a novelty, there comes an intentionally exceptional exercise, which, by the mystery and breeziness of the Kindergartner's manner, carries with it an element of expectancy, is that not an inspiration to the waiting, wondering class?

"Now, to-day, who would like to do something very hard?"

Childhood is valiant, and dares even the impossible. So all are eager to try.

"Then out of these tablets which I give you, see who can fit together pieces to make a square, an oblong, and a triangle. If any one finishes, and thinks of something else, he may make it, if he tells me how many tablets he wants, and of what kind."

There are the elements of familiarity and of novelty, of expectancy, of something to be overcome, and the delightful prospect of an own idea beyond, to be worked out later—a most important consideration, by the by, and worth all the dictated work in the world, if one had to choose between them.

One might enlarge indefinitely upon the subject of my paper, for, turn as we may, as soon as one enters a school or a Kindergarten, the problem of practical psychology confronts one.

So we turn to our second question—how shall the urgent need of applied psychology in the Kindergarten be met?

Manifestly, it lies primarily with the trainer. It is for her to start the coming teachers, and to point the way they are to take. For a few steps only can she tread it with them. But the direction in which she sets their faces is the doing or the undoing of hundreds of little children yet unborn.

To make psychology a living study while the student is yet in the training class, requires, above all, a constant application of each of its tenets as each is learned. The place to accomplish this is in the observing class. It seems to me a feasible plan for the trainer to require from her pupils illustrations along every line of psychological principles, which they shall themselves think out in the Kindergarten in which they observe. If a class have been studying the value of sense-training, let that be the text for their reports and the direction for their observation. Let them intelligently watch the children, with their class lesson in mind. Let them note the eagerness with which they stretch out their hands to

grasp; the desire to touch, to examine for themselves, the lack of interest with which they receive an object at second-hand, through verbal description; the exceptions to this. And from all they have seen, let them be shown how to make their conclusions.

The average pupil will not think thus of applying her psychology unless her interest and attention are enlisted by the suggestive help and the requirements of her trainer. Have no fear that meanwhile the observation of methods will be overlooked, in the endeavor to find out by original inquiry the reasons why methods are either good or bad. Those will, assuredly, not escape the student, and in her practical application of principle, she is preparing herself not only to note well good methods, but to do an hundredfold better. She is developing the power to modify and adapt, and to make her own good methods, fitting them to different conditions and children. In a word, if one trains a young girl to make her theory practical, one has made her an independent thinker and an invaluable teacher.

That is where it begins,—right in the Kindergarten training school. Yet, there are hundreds among us out of the training school, still inexperienced, still wondering how psychology may be made practical.

I, by no means intend to indicate that one must be continually actively conscious of one's psychology. It soon becomes by constant use a habit of thought, an incorporated part of one's way of dealing with children. But I would earnestly urge that when a Kindergartner finds she has made a mistake, she look for its cause and its remedy in a violation and in an application of a principle of education, as well as in her own manner and attitude, and in the special child's special peculiarity. The Kindergartner, the individual child, and children as a class—these form the important triple alliance of the Kindergarten. And in searching for causes of success or failure, not one of these allies can with safety be ignored.

If, in addition to all else she shall have gained in her training class, the Kindergartner, going out of one door as a

pupil to enter in at another as a teacher, bears with her a clear understanding of the ways in which psychology can be an everyday help to her; if she patiently examines all her results in the light of herself, the children and the science of mind and morals; if in a word, she be both loving and intelligent, it must be a question of months only, before every Kindergartner, in spite of paradox, shall be an exceptional teacher, "one to whom everything that children do or say has become a sign."

CONSTANCE MACKENZIE,

Director of Public Kindergartens, Philadelphia, Pa.

SEPTEMBER.

Asters as blue as can be, golden-rod tasseled and tall,
Red 'mid the green of the tree—is not this the coming of Fall?


Apples in piles on the ground, birds in a flock on the wall,
Barley in yellow sheaves bound—are not these tokens of Fall?

Chipmunk with nuts in his cheek, Brook going past with a
drawl;
All things abroad gently speak of the coming footsteps of
Fall?

LAVINIA S. GOODWIN.

—From Our Little Men and Women.

KINDERGARTEN AND PUBLIC SCHOOL.

 OMENIUS, the great Bohemian educator (1592-1670) did not confine his proposals of reform to the school. He considered the home and the family essential factors in education, and included them in his proposals of reform. He may be said to have laid the foundation for what is at present called the system of object-lessons. His great work, entitled "The World in Pictures," went through a number of re-issues, was translated into many languages, and was remodeled many times by subsequent teachers. His most remarkable ideas found expression in his proposals for a "mother school," by which name he signified home education. He insisted that education should begin from the cradle and be continued in the nursery and the home. The head educator in these places was to be the mother, for which reason he called it the "mother school." The proposal failed to produce practical results until Froebel rendered all women able to act up to it, by the publication of his "Mothers' Book."

None of the successors of Comenius was more read and had a greater influence upon educators than Rousseau (1712-1778). This erratic genius said more pointedly and much more emphatically than all his predecessors that education must be in agreement with the talents, the powers, the needs and the rights of the learner, that is to say, that it must be natural; and that teachers make a mistake in looking for the adult man in the child instead of treating the latter according to his child nature. These ideas were adopted by Pestalozzi and Froebel as most essential principles of education. But it is a mistake to credit Rousseau with the invention of the Kindergarten, as was done by educators of note. He merely insisted upon an education according to

nature as many had done before him, and in trying to point out the way for practically carrying out his suggestions, he enunciated some very good general ideas but failed to show with success how they could be employed in real education. Now, to give expression to good ideas, is not the same as the practical application of them. The former may be a good system which is, however, useless unless carried out by a good method. Rousseau's ideas did good work in arousing the activity of methodical teachers, as the suggestions of Montaigne had done. But it was reserved to practical educators like Comenius and Froebel to transform the ideas into methods which professional teachers are able to use in the education of childhood like that of the Kindergarten.

The first to avail himself of the ideas of Rousseau was Pestalozzi (1746-1827). Pestalozzi says of "Emile," the great educational work of Rousseau: "My impractical dreamy mind was seized with enthusiasm on perusing this book which is also impractical and dreamy in the highest degree. I compared my own education, received in the corner of the parlor of my mother, and at school, with the education of Emile as described by Rousseau. The home education and the public school education of the whole world appeared to me like a cripple by the side of the grand ideas enunciated by Rousseau." And he tried to carry out these ideas and did not even perceive himself that he started from an entirely different basis. Rousseau demanded his pupils to be isolated from the world, Pestalozzi wanted a thoroughly social education. In fact Pestalozzi's agreement with Rousseau may be said to have been limited to the principle, that education should follow the natural development of the senses instead of the deductive plan pursued by the majority of educators. Pestalozzi, following Rousseau, demands further, that "the education of mankind should be determined by man's own essential nature," and, independent of Rousseau, he says "that the education of the people (including tuition, or school studies) should be managed by the mothers." Pleasant as the sound of such impracticable principles may fall upon the ear of the enthusiast in the educational field, they are utterly

useless unless accompanied by an instruction in the method by which they can be rendered serviceable in real education. But of method Pestalozzi had no more idea than Rousseau.

The difference between the meanings of the words "system" and "method" must not be overlooked. A system is a theory, or a science founded upon a principle. A method is a manner or mode of practically carrying out a system. An educational system, to be practically available, requires a corresponding method which is a code of rules applying the principles of the system to the events occurring in the daily course of living up to, that is of educating by, the system. A system may be good but yield bad results, if there is not a method suited to the system.

We need not go far out of our way to find schools where splendid systems are proclaimed and the practical results of the curriculum are unsatisfactory. Those who take notice of such a school, will arrive at estimates of its value frequently directly contradictory. Listening to the head master's clear and enthusiastic commendation of his superior modern system, some are touched with his enthusiasm and convinced that the school is in an excellent condition. Other people, walking past the head master and looking at the results obtained by the actual teaching, that is, at what the pupils really learn and can do, will find the results unsatisfactory and will pronounce an opinion altogether condemning the school. In such a case it is very likely that both these opinions are only partially correct. The good system cannot fail to produce some good results which it may be difficult to find out. The bad results are probably confined to those subjects more or less seriously affected by the deficient method. It requires a well-trained and experienced educator to decide the case without doing injustice. It is always difficult to find a teacher equally strong in his method and in his system. In many cases it would be advisable to have two heads to a school, one to infuse his enthusiasm into the members of the faculty and to keep them steady to his systematic principles, and the other to supervise and direct the practical course of tuition, that is, to manage the method in accordance with the system.

This is what Diesterwég did in respect of the system of Pestalozzi, who had no method whatever. His principle of arousing the activity of the senses and of strengthening the perceptive faculties of the mind by natural means, were received as correct and were made the ruling principle of the German elementary schools (*Volks-schule*) by Diesterweg. This famous educator reduced the Pestalozzian system to a good practical method. In this form it has since been adopted not only in Germany but, more or less completely, in all the countries that can at present be numbered as having advanced beyond the old landmarks of the old synthetic system of education.

But even the system Pestalozzi—Diesterweg has no conception of what Comenius meant by his mother school. Confining itself to methodize school-education, it commences work at a point where the most effective part of education ought to be—and in most cases is—already finished.

Friedrich Froebel felt this defect. His experience in school-keeping had taught him that children, even on entering the elementary school, had already had their intellect stunted by the want of previous education. It was an error, then, to begin education with the school only; it should begin with the first breath of life.

How could that be done? It would be impossible to teach babies on their mothers' breasts "such things as they would need in their after lives." But what could they be taught?

When he had arrived at squarely propounding this question, Froebel had reached the turning point of his genius. So far he had moved along in the ruts cut out by his predecessors. Thenceforward, in answering the above question, he struck out in a new direction and became a creative genius. He soon arrived at the conviction that a child who knows how to conduct himself within his childish circle, will surely grow of himself into the correct conduct of adult life; and that the only proper way of teaching children is, to direct them how to manage their present childish interests.

It has been said that the proper way to prepare for a life

beyond the grave, is to live well this earthly life. Just so Froebel says that the proper way to prepare children for adult life, is to teach them how to live well their childish life.

This principle must lead to a system of education radically different from the old systems. The old education wants children to imitate the life of manhood, to copy the actions of adult life as far as their abilities would enable them. The Froebel principle wants to enable the child to live his own life as completely as possible, to follow his own ends and purposes within reasonable limitations, to make whatever pleasurable exertions he is prompted to go through in developing his faculties.

The educational method of this system must consist in helping the child to be always active according to the laws or nature of childhood. Not according to interests prevalent in adult life must the child be occupied, but only with matters lying within the sphere of interests of the child's own mind. Or, in other words, the matters or subjects of instruction, or of occupation, must not be selected in reference to things in which the child is not, or cannot yet be interested, however important they may be in after life. Or, "the interests of the child must never be sacrificed to those of the man."

And Froebel proceeded to construct a series of matters of instruction entirely new and calculated to satisfy the needs and engage the interests of the mind as it develops in the child from year to year.

These matters, or means of education invented by Froebel, are the gifts and occupations used in the Kindergarten and, partly, at times, in the nursery. They are intended to serve the object of education during the successive periods of the development of the child until his sixth or seventh year. At that age Froebel considered it advisable to introduce some more purely intellectual pursuits, such as the three R's, which is done at present in the so-called intermediate class. The public schools of Germany, as in this country, receiving pupils at the age of six years or upwards, children that had passed through the Kindergarten, rarely stopped a year in these intermediate classes. Froebel could not object to this,

because it was customary that children must enter the public school about that age. But he was not pleased with it at all.

His opinion was that the children should stop in the intermediate class to their ninth or tenth year. The class should devote time enough to the rudiments of the three R's to give its pupils some proficiency in these necessary foundations for all studies. Neither should such parts of natural science, geometry, geography, and other elementary subjects as are teachable at that age, be neglected. In this class, as in the Kindergarten, all knowledge should be obtained through the creative activity of the learner. Froebel thought that pupils leaving such a class ought to be able not only to join the grade of grammar school corresponding to their age by the regulation schedule, but to get along with a grade a year or two above them in average age.

This hopeful view has, as far as I know, never yet been verified by fact, because intermediate classes have not been carried on long enough. There may be a difficulty in the way of finding competent teachers for the class. There is not a normal school preparing them, and Froebel did not leave special instructions in the method applicable to this class. We have only his general principles, or his system, to guide us, and it requires a teacher of genius to elaborate the principles into a code of rules, *i. e.*, into a method to be followed out in every subject of tuition in the daily work of the class.

Such geniuses being rare, it would seem advisable to facilitate the task by dividing up the work among a number of competent teachers. Let each of them take up one subject. Every subject with the sole exception of foreign languages, has already been approached in the Kindergarten and ought to be continued on the same lines. All it needs is amplification. A good teacher with a thorough knowledge of the subject in hand and a theoretical insight and practical skill in the Kindergarten method, is fully capable of working out a single branch of tuition so far as needed, that is to the point where the grammar school takes it up. If such a combination of teachers could be formed, and the results of their labors be

published, a sufficient method of the intermediate class up to the age of ten or eleven, could be perfected.

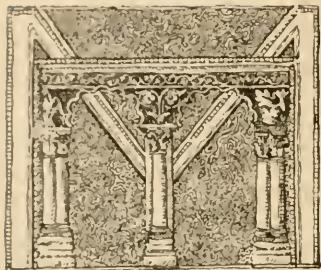
But that is not enough to make the intermediate class an organic member of the public school system. The public school, more particularly the grammar school, ought to be fully prepared to continue the education on the same principle on which it was commenced in the Froebel school. The question is, how this can be secured. School authorities appear generally favorably disposed toward the idea of admitting the Kindergarten as an institution preparing children for the public school. But an external combination would not accomplish much. There ought to be a real union of the public schools and the Kindergarten, if the higher end of education shall be successfully served.

There is only one way of accomplishing this end which is this, that every teacher of the grammar school should make the Kindergarten system of education a special study, or that no certificate of teacher be granted to anybody who has not taken a regular course at a Kindergarten normal school. In order to render this practicable, it may be necessary to introduce changes in the curriculum of these normal schools, which could be done without great difficulty. After having passed through such a course, grammar school teachers would be able to conduct their classes as Froebel would have done. With a staff of teachers so prepared, it would be easy to bring about an organic union between Kindergarten and public school and thus establish a uniform education of youth from the cradle to the entrance into active life, which is, no doubt, the great need of the period.

Then the great ideal aim, not only of Froebel but of all the reformers and teachers of mankind, might be finally realized, that every man should be perfect as Nature intended him to be, and that all people unite to constitute the one and universal brotherhood of man.

A. H. HEINEMANN.

EDUCATIONAL MOVEMENT IN CALIFORNIA.



AINLY with the missionary spirit and as a charity has the Kindergarten work in California been developed. Until within the last two years little attention has been given to the development of the educational side either in the Kindergartens or in the training of Kindergartners. About two years ago Prof. C. H. McGrew, a teacher of broad scientific and professional training, and of varied experience, also a specialist in Psychology and Pedagogy, organized the California School of Methods for Teachers and Kindergartners, at San José, with the express purpose of bringing teachers and Kindergartners together, to stimulate, and to undertake the professional training of both classes of teachers. He drew into the board of directors the best educational talent in the State, and at the close of the first session they incorporated the school under the laws of California as an Institution of Pedagogical Instruction and Training. At the first summer session but three Kindergartners were enrolled, at the second there were five, and at the third, just closed, over forty. At the close of the second session a Professional Training Department was organized at the special request of several of the Kindergartners, for a thorough Professional Training Course for Kindergartning and Primary teaching. The class was soon found and given a broad scientific course of training by Prof. C. H. McGrew and Mrs. E. G. Greene, including Psychology of Childhood, History of Education, the Science and Art of Kindergarten and Primary Education. As a result of

this class twelve young women recently graduated as trained Kindergartners.

About the same time this class was organized Mrs. Sarah B. Cooper, president of the Golden Gate Kindergarten Association, organized the Golden Gate Training School with Miss Anna M. Stovall as principal. The course of training in this class is much broader than any heretofore given in California, and while fitting only for Kindergartning includes the branches of Psychology of Childhood, History of Education and the Science and Art of Kindergarten. These two new training schools are working hand in hand to put the training of Kindergartners on a professional and educational basis.

In attendance at the second summer session of the California School of Methods were two Kindergartners (Misses Hattie B. Griswold and Charlotte F. Williams) who returned to their work in San Francisco, enthused and determined to continue their professional studies and growth. In a few weeks they had organized a society for study, including some sixteen bright Kindergartners, and invited Prof. C. H. McGrew to meet them once a month in San Francisco to direct and lead them in their work. He accepted the invitation and at the first meeting the society was named "The Child-Study Circle," which continued its work throughout the year in the study of the child mind.

Every month a session was held, a new printed outline of work presented, and a conference held between the leader and members for several hours.

This scientific study under Professor McGrew proved so beneficial to the teachers in their daily work that they unanimously requested him to plan and give them a post-graduate course the coming year.

The Child-Study Circle thus resolved itself into a post-graduate class of the California School of Methods, with Professor McGrew director and Misses Hattie B. Griswold and Charlotte F. Williams as secretaries. This branch of the work will be conducted in San Francisco and the members

will receive the diploma of the California School of Methods on the completion of their course.

Some thirty of San Francisco's experienced Kindergartners have enrolled for this work, and congratulate themselves at having the privilege of studying under Professor McGrew.

The third summer session of the California School of Methods just closed, has fully demonstrated the fact that this is a firmly established institution, and meets a *long-felt want* on this coast.

This session has been in all respects the most successful and pleasing of the institution, and perhaps the most successful session ever held in the State. There were enrolled sixty-five teachers and Kindergartners—more than twice the number of last year, more than five times the number of the first session two years ago, and greater than the combined enrollment of all the other summer schools in the State—some six in number.

The register shows that fifty-three of the sixty-five teachers were graduates of colleges, training and normal schools—a very significant fact; and that forty of them were trained Kindergartners. The following was the course of instruction given: Free Hand Drawing, by Professor C. B. Brown and Miss E. L. Ames; History of Education, Miss Ora Boring; Kindergarten Songs and Games, Mrs. E. G. Greene; Psychology of Childhood, Nature Lessons and Special Methods, Prof. C. H. McGrew; Natures Lessons, Prof. Volney Rattan; School Management, Prof. C. N. Childs; Lectures on Modern Science and Evolution, Dr. David S. Jordan; Class of Kindergarten Children for Practical Observation, Miss Lizzie Mackenzie and Miss Emma Kerser.

Throughout the whole session the enthusiasm was marked, interest deep and sustained, and the spirit most helpful.

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It may be interesting to the readers of the KINDERGARTEN MAGAZINE to hear of the work in Los Angeles in connection with the public schools. Last year, or rather year before last, three Kindergartens were made a part of the public

schools of our city on *trial*—one of them conducted by Mrs. Mayhew. They were located in rooms rented for that purpose—not in the main buildings. Last year eight Kindergartens were located in eight respective school buildings and she was made supervisor of the same. All worked hard and conscientiously, meeting with the directors of the eight Kindergartens twice a week, once for the interpretation of the songs and games and once for the weekly program which was systematically carried out in all the schools. Realizing that "United we stand, divided we fall," as a result they reaped the reward of success and the schools are considered the best in the State. The training class consisted last year of ten students who were privileged in being permitted to get their practice knowledge in the Kindergartens as volunteer assistants, the same plan being carried out as in the St. Louis schools, where Mrs. Mayhew had taught for ten years under Miss Susan E. Blow, and it has been her aim to interpret Froebel in his purity as Miss Blow has ever done. At the beginning of this school year five more Kindergartens were opened, making thirteen in all. In addition was organized this year the "Los Angeles Froebel Society." These schools have now thirteen trained directors, eight paid assistants and eighteen volunteers or students of the Los Angeles Training School.

The August meeting of the California Froebel Union was devoted to "Music in the Kindergarten." Professor White, who was to have delivered a lecture, was ill, but the time was earnestly spent in considering the many phases of this work. Miss Smith gave the keynote by an exposition of Froebel's claim for music as found in the Mother-Play.

A paper was read urging better method, purer tone, a true harmony between words and music. A general discussion followed in which the usual faults were freely confessed and practical suggestions were made for correcting them. An incident in Kindergarten experience was read, showing that the music expresses the general atmosphere of the school.

All were happy in having with them again the beloved Miss Sanford, now of Worcester, Mass. Her plea for more of the

music of Nature touched all. To *feel* the music of birds and bees, the calm of the ocean, the wind through the trees, to be ourselves in harmony with God's great world and so help our little ones to find this music everywhere, in addition to perfect technique is what we all need to make the music in the Kindergarten what we long to have it.

CONTENTMENT IN NATURE.

I would not change my joys for those
Of Emperors and Kings.
What has my gentle friend the rose
Told them, if aught, do you suppose—
The rose that tells me things?

What secrets have they had with trees?
What romps with grassy spears?
What know they of the mysteries
Of butterflies and honey-bees,
Who whisper in my ears?

What says the sunbeam unto them?
What tales have brooklets told?
Is there within their diadem
A single ryal to the gem
The dewy daisies hold?

What sympathy have they with birds,
Whose songs are songs of mine?
Do they e'er hear, as though in words
'Twas lisped, the message of the herds
Of grazing, lowing kine?

Ah no! Give me no lofty throne,
But just what Nature yields.
Let me but wander on alone
If need be, so that all my own
Are woods and dales and fields.

JOHN KENDRICK BANGS.

THE KINDERGARTNERS AT SARATOGA.

The Kindergartners in attendance at the N. E. A. convention, 1892, will look back upon this meeting as an epoch in the history of their profession. The two afternoon sessions, the programs of which have already been published in an earlier number of the MAGAZINE, were thoroughly alive in point of good papers, free discussion and the social intercourse of prominent and representative workers. The action of this department which the previous year made Mrs. Ada M. Hughes of Toronto, its president, indicated a tendency toward international organization, which has since been followed out. Mrs. Hughes served the department most acceptably and has made many friends among the States workers. As a fervent disciple of Miss Susan E. Blow, who established the first Kindergarten work at St. Louis, she most gladly resigned the chair in the latter's favor. Since the remarkable impetus given the work in the early years by Miss Blow, there have sprung up many strong branch schools, as it were, which more or less directly reflect her work. Her strong purpose and scholarly intelligence combine to put the Kindergarten upon a broader basis than it had ever been before, and gained the respect of all for its claims. While there are those among Kindergartners, who feel that Miss Blow has been held in hero-worship by many of her ardent students, all present at the convention were glad to see her placed at the head of the department for this all-important year. She having been a pioneer will be in a position to add great force to the historical development of the Kindergarten work to be presented at the Columbian Exposition.

Aside from the regular program the Kindergartners met at a Round Table discussion, taking the topic, "Fairy Stories and Their Influence." This subject called forth some spirited

and valuable comments, and much of interest by way of personal opinion and experiences on the part of the leaders. Among those who earnestly participated in the discussion were, Mrs. Hailmann, La Porte ; Mrs. Hughes, Toronto ; Miss Mackenzie, Philadelphia ; Miss Wheelock, Boston ; Mrs. Hicks, Boston ; Prof. Barnes, San Francisco ; Miss Hofer, Chicago ; Miss Weston, Boston ; Miss Poulsson, Boston.

The most important action of the department, however, was the forming of the International Kindergarten Union. In this connection great credit is due Miss Sarah Stewart, of Philadelphia, who so ably proposed and outlined such action, who as temporary chairman, carried the proceedings of organization in the most creditably parliamentary manner. Mr. W. E. Sheldon, of Boston, was also largely instrumental to securing so strong a plan of organization, having offered many valuable and practical suggestions. It is due to his foresight and knowledge of the minor details of the Association at large that the Union placed itself in the proper relation to the N. E. A., as well as to the World's Auxiliary Congress, to both of which it must needs be subject in its effort to push the educational exhibit of 1893. The unanimous desire of all present was that the Union should be and remain catholic in its scope, that it might call forth sympathetic and progressive co-operation between public and private workers, between the individual and the institution.

The following is the official report of the proceedings of organization and a list of the charter members.

OFFICIAL REPORT.

At the time of the thirty-second annual meeting of the National Educational Association held at Saratoga Springs, in July, 1892, a meeting of Kindergarten training teachers, presidents of Kindergarten Associations, and others actively interested in the Kindergarten movement was held in the Baptist Church on the morning of July 15, to consider a proposition made by Miss Sarah A. Stewart, of Philadelphia, to

make some formal organization of the Kindergarten interests throughout the country, and also to prepare the way for a fitting representation of this department of work at the Columbian Exposition in 1893.

It was unanimously resolved at this meeting that such an organization was desirable, and that a committee of seven be elected by ballot to take the matter under further consideration to prepare plans for organization, and to report at the afternoon session of the Kindergarten department of the N. E. A.

The committee consisted of the following members: Mrs. Ada Marean Hughes, Toronto, Can.; Miss Angeline Brooks, New York, N. Y.; Miss Sarah A. Stewart, Philadelphia, Pa.; Miss McCulloch, St. Louis, Mo.; Miss Annie Laws, Cincinnati, Ohio. The remaining two members who were elected, Mrs. Sarah B. Cooper, of San Francisco, and Miss Wheelock, of Boston, unfortunately not being present.

At the afternoon session of the Kindergarten department of the N. E. A., the report of the committee was read by the chairman, Miss Stewart, recommending the organization of a National Kindergarten Union which would in no way antagonize the Kindergarten department of the N. E. A., but would act in sympathy and harmony with it, only extending the field of work more widely than the department of the N. E. A. had as yet been able to do.

The report was accepted, and it was decided to form a temporary organization to further consider the matter, Miss Stewart was made chairman, and Miss Laws, secretary of the temporary organization.

After some discussion it was decided that an association be formed under the name of the "International Kindergarten Union."

The aims of the union to be as follows:

1. To gather and disseminate knowledge of the Kindergarten movement throughout the world.
2. To bring into active co-operation all Kindergarten interests.
3. To promote the establishments of Kindergartens.

4. To elevate the standard of professional training of the Kindergartner.

The officers to consist of president, two vice-presidents, recording and corresponding secretaries and treasurer, with the usual duties pertaining to these offices.

The officers to be elected at the first meeting for organization, a majority vote of those present constituting an election, and to hold office for one year or until their successors are appointed.

It was decided there should be an executive committee of seventeen, of which number the six officers should constitute part, the remaining eleven to be appointed by the aforesaid officers. That all persons and societies actively interested in the Kindergarten cause, whether public or private, be eligible for membership. The dues to be as nearly nominal as possible at first, the exact amount to be determined later by the executive committee. It was decided that the duties of the executive committee for the coming year be :

1. To arrange for a fitting representation of the Kindergarten idea and work at the Columbian Exposition of 1893, and to co-operate with the various committees already formed for the purpose.

2. To take such steps as might be considered necessary to fully complete the organization of the International Kindergarten Union.

It was then moved and carried that all present who desired to join the union should at once register their names and addresses, which was accordingly done.

A committee of five was then nominated from the floor to prepare a list of names for officers of the union. The committee consisted of Miss Angeline Brooks, of New York ; Mrs. Mary Boomer Page, of Chicago; Mrs. Ada Marean Hughes, of Toronto ; Mrs. Leontine T. Newcomb, of Hamilton, Ontario ; Miss Caroline T. Haven, of New York. The following officers were nominated :

President, Mrs. Sarah B. Cooper, San Francisco, Cal.

First Vice-president, Miss Sarah A. Stewart, Philadelphia.

Second Vice-president, Miss Laliah Pingree, Boston, Mass.

Corresponding Secretary, Miss C. T. Haven, New York.

Recording Secretary, Miss McCulloch, St. Louis, Mo.

Treasurer, Miss Eva B. Whitmore, Chicago, Ill.

It was moved and carried that the election be made unanimous and the secretary be authorized to cast the ballot, which was accordingly done.

While the nominating committee was in session, Mr. Wm. E. Sheldon, of Boston, explained in a very clear and satisfactory manner the plans of arrangement of the Kindergarten Exhibits in the Columbian Exposition.

It was recommended by Mr. Sheldon that a constitution be printed for distribution at the cost of the union, the amount to be taken from the dues to be fixed later by the executive committee. Also that a printed slip inviting membership be also prepared for circulation.

A resolution to this effect was afterwards carried. After some further discussion the meeting adjourned.

Respectfully submitted, ANNIE LAWS, *Sec., pro tem.*

CHARTER MEMBERS.

| | |
|---------------------------|---------------------------|
| Mrs. James L. Hughes. | Miss Amalie Hofer. |
| Mrs. A. B. Scott. | Miss Bertha Hofer. |
| William E. Sheldon. | Miss Mary E. Littell. |
| Mrs. M. E. Still. | Sheredan Cox. |
| Miss Mary L. Van Wagenen. | Miss Anna E. Fredrickson. |
| Mrs. Amy B. Fisk. | Mrs. E. L. Hailmann. |
| Mrs. Fannie A. Smith. | Miss Jessica E. Beers. |
| Mrs. Myrta E. Kemp. | Miss Mari Ruef Hofer. |
| Mrs. Ella C. Elder. | Miss Fannie L. Johnson. |
| Mrs. Matilda L. Gibbs. | Miss Emilie Poulsson. |
| Mrs. Alice J. C. Alcott. | Mr. Geo. L. Osborne. |
| Miss Angeline Brooks. | Mrs. Leontine T. Newcomb. |
| Mrs. L. S. Welsh. | Mrs. Mary J. B. Wylie. |
| Miss S. E. Hodges. | Mrs. Adele E. Brooks. |
| Mrs. Lonisa Pollock. | Miss Anna H. Littell. |
| Miss Susan Pollock. | Mrs. Bryant B. Glenny. |
| Miss Mary S. Clarke. | Miss Caroline T. Haven. |
| Miss Andrea Hofer. | Miss Lucy H. Dana. |
| Mr. Louis H. Allen. | Mrs. Mary Boomer Page. |
| Mr. J. C. Moss. | Miss Annie Laws. |
| Miss Ida Bond. | Miss Sarah A. Stewart. |
| Miss M. L. Madden. | |

WHAT THE PRANG COURSE OF ART INSTRUCTION STANDS FOR IN PUBLIC EDUCATION.

“THE world of Art,” says Froebel, “is the visible revelation and expression of the invisible spirit of man.”

It is toward this conception of Art and of its implied place in the training of children that the educational thought of our time has been slowly but steadily growing.

As long ago as 1837, so the published reports of the British Committee on Arts and Manufactures show, England began to realize her disadvantages in industrial competition with nations more highly gifted and more carefully trained in æsthetic sensibility. As a result of the investigations and recommendations of this committee, government schools of design were established in London and other commercial centers of Great Britain, for the explicit purpose of training designers for English manufactures. As late as 1851 the central school was under the immediate control and management of a Board of Trade; but soon afterward the Department of Science and Art was formally created, and the new schools passed under its jurisdiction.

It has become evident, partially through the wider outlook and deeper self-knowledge gained through the International Exposition of 1851, that it was not enough for the Kingdom's prosperity to train a few good designers for special fields of work, but that some appreciative knowledge of art principles must be diffused among the people at large if these very designers were to work to the best purpose; and this necessarily led to a broadening of the field of the new Art instruction, though its aims were still chiefly of a commercial character.

From the time of the first World's Fair in 1851 to the present day, there is no doubt that the great Expositions of

successive years have been powerful agencies to strengthen and develop in various ways this new movement for Art Education. Each Exposition in turn has naturally afforded special opportunity for studying the contemporary industrial conditions and the comparative industrial advance of the different countries represented ; and, given this cumulative and easily apprehended emphasis on the commercial bearings of Art instruction for the people, it was but natural that, when in 1870 (just after the Paris Exhibition) Massachusetts took the first definite step officially made in America toward the recognition of Art in public education, this step should have been taken, as it was, in a frankly avowed commercial spirit. Neither England nor America had then learned to read the deeper significance of Art in the life of a people ;—only the wage-earning value of Art training was then intelligible to the general public on whose indorsement the new movement had to depend, so it was strictly from the wage-earning standpoint that Art Education was first advocated and introduced into our American public schools.

But the times were changing, and public thought was growing during those early years of public school experiment with "industrial" drawing. It did not take long to prove through the very labors of those who toiled most earnestly in its service, that Art Education on a purely industrial or commercial basis was destined to find no permanent place in the educational system of our country. The experience of a decade in Massachusetts went to prove that drill in technique, *as such*, could be no vital part of the education of young children. If ever Art was to take root and grow, as a live part of a live course of training for children, it had evidently to be planted deeper than mere considerations of the market value of technical skill.

The inspiration which did keep American Art Education alive at this critical juncture came largely from two sources— from the Kindergarten, whose message had a dozen years ago become clear and convincing, and from the pioneers in what was then called the "New Education,"—ardent advocates of the self-activity of the child and free expression all along the

line of public school instruction, as contrasted with the old-time repression and mechanical drill.

It was at this stage of affairs, some twelve years ago, that a number of earnest workers in the cause of public education, taking counsel with each other in the light of past experience, in the inspiration of the Kindergarten idea and in the confident faith that Art was meant to be a power for good in every man's life, cut quite loose from the traditions of British Art Schools and set their faces toward a new ideal. This ideal was nothing less than the evolution of a course of Art Instruction that should be essentially educational in its principles and methods; that should at its every stage take account of the constitution of the child's mind and spirit, and of the way in which mind and spirit naturally unfold and grow;—a course of study which should on the one hand give the child the key to a better understanding and enjoyment of his surroundings,—both in Nature and in Art,—and on the other hand awaken in him the slumbering consciousness that he himself may learn to create things of use and beauty for the help and happiness of his fellows.

Here was the origin of the Prang Course of Art Instruction. It is along these lines that this course has grown to its present stage of development, under the guidance of educators alive to every opportunity for wise advance, and with the direct inspiration of the large-hearted man whose name has come in the course of years to stand in popular speech for the whole broad undertaking. Mr. Louis Prang's modest spirit would shrink from any ostentatious blazoning of his personal share in the educational work that bears his name, but those with whom he has faithfully worked for years are glad to acknowledge how, above and beyond his unfailing, practical support of the undertaking and his special researches and experiments in Color, much of the finest spirit and truest purpose of the whole work is owing to his own high ideals and his steadfast faith that the most dull and careless souls can be led by slow, sure degrees to feel the spiritual beauty of good Art and to find strength and delight in such recognition.

The most ardent apostles of the Prang Course never claim that it is a finality in Art Education ; quite the contrary. Were all other impetus lacking, the wise and energetic supervisors of drawing in different parts of the country whose growing experience constantly helps to inspire and shape it, have no idea of closing their eyes and folding their hands in easy content with what they have already seen accomplished. One of the most encouraging things about the whole work is the fact that for its sake many of the strongest and most thoroughly successful Drawing Supervisors in the country will, as they have done this past summer, spend weeks of their well-earned midsummer holiday time in direct personal conference with each other and with the associated authors of the Course, comparing ideas and experience, discussing points of detail, and making the way plainer and brighter for good work in everybody's schools another year. Details will naturally differ here and there as school conditions vary. Details must necessarily change from time to time as growing familiarity with elementary principles makes it possible to advance the working standard or as the character of other departments of school work changes ; (for Art Education, touching all branches of school work, must promptly recognize each new relationship);—but the underlying principles and general methods of the work seem destined to still broader and more hearty recognition in the schools as time goes on.

And to those who have entered into the profound thought and the sunny philosophy of Froebel, this is but natural. The primary school work of the Prang Course leads the little child (in most cities and towns, under present conditions, he is fresh from home and street with no previous helps in mastering himself or the world) through the study of type forms into direct and happy familiarity with things having form, and so into the possession of clear and correct concepts of form. This study of type forms is carried on in close connection with the study of kindred forms in Nature and in Art ; and, developed progressively in accordance with the well-known law of opposites and their mediation, which is the law of harmony in Art as well as in the Kindergarten, gives the

child during his first two or three years of school life such mental grasp of his environment as serves him well in all later work. Here, too, in the earliest primary grades, is begun that free expression of individual thought and feeling which characterizes the educational use of art processes, language, building, clay modeling, tablet and stick laying, paper folding and cutting, free drawing, the use of color-materials—all these are utilized as simple and practicable means for the outward expression of inward activity. And it is not found difficult, in even this most elementary work, to awaken in the children the beginning of a true Art feeling, and to lead them to put such feeling, crudely but truly, into their own modeling, drawing and making.

It is easy to see how this department of primary school work touches every other department with its wholesome and happy spirit. Language, Number, Elementary Science, Nature Study, simple calisthenics and motion-songs, all find themselves related to this primary work in Form Drawing and Color, and helped by it to an extent which only the wise Kindergartner could have fully predicted.

The work of the Prang Course, in grades above the primary schools, is logically based on that of these earlier years. Dividing naturally into the three inter-related subjects of Constructive Drawing (Drawing as related to construction and the industrial arts), Representative Drawing (Drawing as related to pictorial art), and Decorative Drawing (Drawing as related to Ornament), it develops consistently and naturally along these three parallel lines, being closely related, all the way through the Grammar school, to the contemporary work in Arithmetic, Geography, Natural Science, History and Literature. Children are led, as early as may be, to confirm their previously gained concepts of form, by working, in certain exercises, from these mental concepts alone, rather than from tangible, material things; letting the imagination recreate the thing and express its own creation by modeling, making or drawing. And, again, as the course of study develops, more attention has necessarily to be given to technique. Ideas of beauty should have beautiful expression, and the ability to

express beautifully must be acquired through patient practice under wise direction. From the fourth and fifth grades upward, provision has therefore to be made for excellence of rendering as well as freedom of expression, much free drawing being naturally and helpfully done in connection with other school studies. The aim throughout the Course is the cultivation of the power to *think Form*, clearly and correctly, either with or without the sight of objects possessing form, and to express, with truth, simplicity and beauty, both those ideas of Form which are directly gained from the observation of Nature and Art, and those which are the flower of the creative imagination.

The practical results of this course of study necessarily vary widely according to the conditions under which it has been pursued, the length of time in which it has been enabled to develop in a new field and the quality of its direction and supervision. Abundant evidence, however, already shows that its foundation of Form Study, its systematic primary school practice in the elements of hand training, followed up as this is in the higher grades by exercises in reading and making working drawings and the actual construction of objects with constant regard to the Art principles involved, gives school children sound and satisfactory preparation for the special instruction of the best manual training schools, or for intelligent entrance on industrial pursuits. The study of the appearance of Form, as distinguished from its actual facts, begun in the "seeing lessons" of the lowest primary grade and continued progressively from year to year, leads children to appreciate beauty of outline, of light and shade and of color; to understand something of the laws of pictorial composition and the significance of really artistic rendering; to gain some personal power of execution and yet more power of enjoying all that is best in works of art around them. This is naturally good preparation for work in Fine Art on the part of those who are especially gifted for the artist's vocation. Better than that, when we consider the needs and the destiny of the great body of the people, it is a sort of training, which, rightly directed, necessarily adds to life a refining spiritual

element, whose growth and elevating power in the humblest man or woman cannot be lightly estimated.

The training afforded by the Prang Course along the lines of Decorative Art, leads immediately and helpfully up to both spiritual and so-called "practical" service in daily life. Intimately connected as it is with all the industrial arts, its utilitarian value hardly needs exposition. It is only when one considers the significance of a crude or a cultivated taste in the choice of things of daily use that one begins to realize the import of educating the taste of a whole generation of children. It is only when one sees how, through the right study of Historic Ornament our children are actually learning to enter into the life of other nations and other centuries, and to recognize in the architect and the sculptor flesh and blood men who lived and loved and worked for others, that one realizes how much of culture in the best sense of that word, is to come through this channel into commonplace, everyday lives. "Culture," says Miss Blow, "is the process by which the experience of the race is reproduced in the individual."

I have referred to the successive great International Expositions of the world as furnishing standpoint and impetus for an educational undertaking like this, the movement for Art Education. The real significance of such exhibitions lies in truth much deeper than that of mere industrial competition, as men have, of late years, come to realize. Vicomte de Vogüé, in his admirable reviews of the World's Fair of 1889, touched the truth of the matter when he said : —

"In visiting the Exposition we are starting on a voyage of discovery around the world. What, step by step, we shall really discover, are the general features that go to make up our own epoch,—the various 'life-springs' whence our own life has sprung. The discovery we have undertaken in nothing less than the discovery of ourselves. This Centenary of successive material facts would be a mere childish diversion if it were not as it is in truth a profound examination of conscience. So far from having a retrospective character, the Exhibition is the starting-point of the world-to-be. It is the embryo of the world's future. In this lies the riddle of its irresistible charm. In this monumental chaos, in these images of men's abodes, in this machinery kept in motion by dynamical laws, we are constrained to recognize a civilization yet unborn. We are facing what will most surely be."

And Art as a living part of the education of our people has its history lying before rather than behind us. We are just on the threshold of that newer social life wherein Art shall be given its rightful place in daily life, and become the free and beautiful expression of true and beautiful spirit.

It is to help forward this movement in its best significance, through public education, that the Prang Course stands.

While its work in the schools is necessarily done on a business basis,—no public organization or endowed private institution being prepared for the special labor involved in collating educational experience, preparing text-books and materials and introducing them into the schools, the purpose of its promoters has always been to first serve the highest educational interests of the people, and let commercial returns follow. It is the recognition of this fact that has given the Prang undertaking its wholly exceptional character as an educational enterprise, and has won for it the support of our leading educators, as being in itself the practical embodiment of one of the most important educational movements of the century.

MARY DANA HICKS,

Director Prang's Normal Art Classes, Boston.

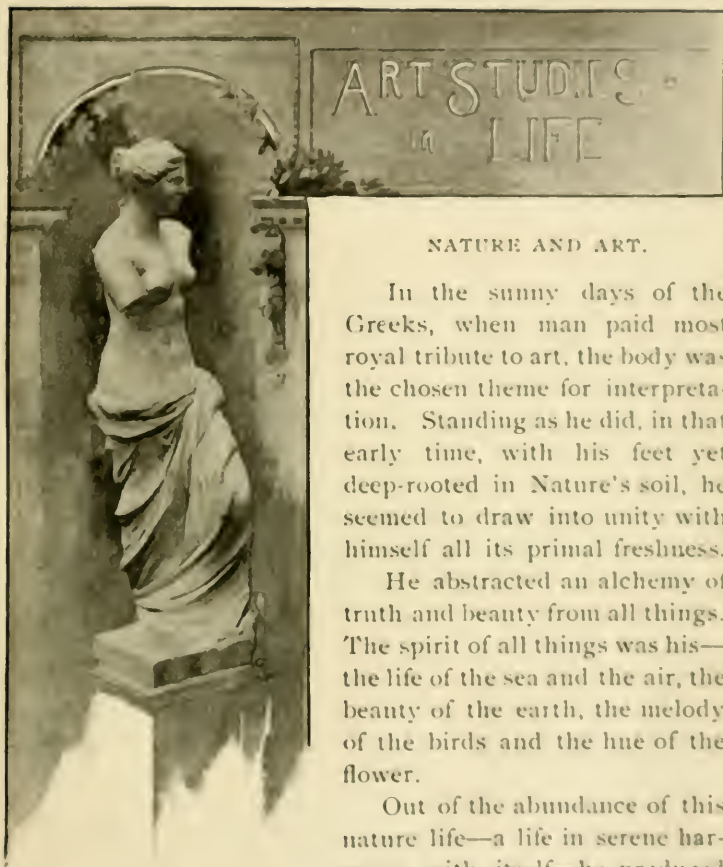
AUTUMN.

The grapes have sucked an hundred suns,
The rivers overflow with sky,
The clouds drop down for golden-rod,
In purple hills the asters lie.

Birds flood their music through the air ;
And farewell flower odors flow
Up through the foliate drifts of gold
That drape the altared hills below.

The sky dips down most lovingly
To press a parting summer-kiss ;
The mellow earth's uplifted face
Is radiant with the season's bliss.

ANDREA HOFER.



NATURE AND ART.

In the sunny days of the Greeks, when man paid most royal tribute to art, the body was the chosen theme for interpretation. Standing as he did, in that early time, with his feet yet deep-rooted in Nature's soil, he seemed to draw into unity with himself all its primal freshness.

He abstracted an alchemy of truth and beauty from all things. The spirit of all things was his—the life of the sea and the air, the beauty of the earth, the melody of the birds and the hue of the flower.

Out of the abundance of this nature life—a life in serene harmony with itself—he produced

those wondrous forms of "sweetness and light" with which jaded humanity may forever refresh itself.

What we feel to be at once the secret of our own delight and the essence of the beauty, grace, freedom, strength of these creations is the power of "soul and body undivided."

When we stand in the radiant presence of the *Venus de Milo*, the power in action of the *Farnese Hercules*, the greatness of the *Apollo Belvedere*, we know that they are the results not of art but life actually lived, and their works attest the sincerity of their lives.

This period of Greek history—so our deepest searchers into life and art tell us—was one of those rare ones, where what we call nature, or what man essentially is, was one with his ideal and spiritual power: A beautiful proportion—*oneness* of body and spirit,—power and sentiment speaking eloquently and reposefully through a mind and body in serene harmony with each other.

The mind of man, it seems, had not yet so completely articulated itself into faculties and factions. Humanity had not then accentuated itself into so many different *species* of national traits and characteristics, nor did it yet so pride itself upon its intellectualities and peculiarities.

Mankind had not yet entered upon the cruel analysis, which separates soul from body and the body into an anatomical nightmare with which to frighten us away from ourselves. Then the mental and moral were physical—*made flesh*—and the whole was Spiritual Man.

The Greek was content to remain himself and from this center of self to reflect all things divinely. In his aspirations Godward he rounded out life naturally and gloriously in what he *was*. In this unity of life he perfected himself and in turn expressed Perfection. Not metaphysically but bodily.

The Greek understood the verb *to be* in its fullest sense. Not in a striving or agony of attainment, but in being still and *realizing himself*.

A late writer has defined for us art as "*self-realization*" and the highest degree of "*self-realization*" a work of art. Is it not this same "*self-realization*," "*eternally longing*" that drives us to art? Is it not the great problem of the young "*self-realizations*" going on all around us in the Kindergartens and schools, that is bringing art more personally into our lives and work?

The time has come to us as a people when our conscious-

ness of art must no longer be confined to the pictures and *bric-a-brac* on our drawing-room walls. Well regulated courses of art study, descriptive catalogues and critical works have amply filled our minds with their lore. Our libraries and travels have made us familiar with the treasures of the studios and galleries abroad. There is no doubt but that we *know* a great deal more than we *feel* in art. What we now need is the *Art sense*, or feeling for the spiritual in ourselves and the world around us.

As teachers in the New Education we are continual workers for art through the direct self-realization of the child. As such workers, our ideas of art must no longer be abstraction but living ideas, even to their manifestation in the body. We must no longer study art as a thing apart from us, but take it into our hearts, as one has said—a life to be lived.

It is the lack of bodily adaptation to the ideal side of the work in the Kindergarten that has led us into a wide study of Physical Culture and Delsartean systems for bodily improvement; to outwardly cultivate the suppleness and grace with which to honor our calling.

But have we not begun with formulated art rather than in the more natural order, with the elements which *make for art*?

It is in our child-study of sincere and *artless* grace that we are led back to find our own resources in the Nature of the Greeks.

Let us look for a moment at our Venus, this beautifully poised woman, through whose sincere white body shines a soul of equal sincerity and whiteness.

Truly what comparison can there be between myself and this type of types, to produce which, even the Greeks required to combine the excellencies of many?

It was a cruel deficiency revealed to us in the late attempted revival of the Greek dress,—a deficiency not so much of physique as the absence of soul and thought speaking through it.

We found that it took more than shapely shoulders to carry the dress of a Greek. That we indeed belong to another race of which we are but a pigmy species, having

head and trunk and limbs alike, but lacking the full *self-realization* which stamps divinity upon his brow. In pursuit of many things we have turned ourselves out of doors while our house is let to strangers at continual variance with each other.

Our art sense is yet in its infancy—indeed it has hardly entered upon the instinctive period. Our first step toward its right development in our bodies must be the right study of Nature.

And what have we studied more or worse for art purposes than this very Nature? In our over-scientific age we have sadly cheapened her virtues. Indeed it seems almost as if her entire aspect had changed through our misinterpretations. Instead of a feeling of cheerful brotherhood with her, our morbid imaginations look upon her with suspicion and fear. She is no longer the beautiful mother beneficent to her foster child. We are no longer attuned to her inner harmonies, nor is it any wonder, when, as students, we have so abused her confidence, and reduced her kindly offerings to the greed of our manipulations.

We understand nature anatomically, scientifically, hygienically, sentimentally—yea, poetically. We have dissected frogs; we have our windows open for *fresh air*; we classify plants and minerals; we look at life critically through a microscope; with a telescope we gaze at the stars, we even sit in our studies with our feet over the register and criticise nature for being at all.

And yet she is the one friend who in our feverish frenzy of self-condemnation, lays her cool hand upon us. Let us study nature and ourselves more as entities and less as a series of detached facts which somehow were made to fit together. Let us know as we observe her great wonder workings that in a higher sense we should live and move in her rhythmic laws.

To "try to realize the quiet power of all natural growth and movement, from a blade of grass, through a tree, forest of trees, the entire vegetable growth of the earth, the movement of the planets,"* would indeed give us a bodily preparation

* "Power Through Repose." Annie Payson Call.

for natural expression, which would need no artificial stimulus.

Once more let us turn to our Venus, who speaks so eloquently to us through the sincerity of the flesh. It is not for a merely *physical* body we must train for the uses of art. We need a quickened body, for art speaks not through the dead but the living. In the wholesome seeking and living of higher ideals, by the renewal of the spirit into a fresh consciousness of beauty and truth, a sense of the love of the Great Artist made supremely manifest in his Works—Nature and Man—it would not be a marvel if we found ourselves as beautifully as we are wonderfully made and withal “divinely natural.”

MARI RUEF HOFER.



MRS. HUGHES' ADDRESS TO KINDERGARTNERS.*

The Kindergarten as a new inspiration in educational methods, has found its staunch advocates and its bitter opposers everywhere. It has survived and overcome opposition, and strengthened its hold upon its friends, because it embodies a great universal principle which cannot be gainsaid or denied. There are still the few faithless ones who see in the Kindergarten only the *play-school* where children can be kept happy and out of mischief, a luxury to the rich and a boon to the sad childhood of poverty ; with such short-sighted wisdom we have only to be patient until the greater light of the true ideal shall illuminate their darkness, and their instinctive sympathy for childhood become true insight. But among those who have grasped the true spirit of Froebel's thought, there is a diversity of expression in the attempt to realize it in actual effort, which is bewildering to the young student and to those who look on from without. The resulting lack of harmony seems wholly inconsistent with the avowed creed of the Kindergarten faith. This diversity is chiefly in externals and not in the spirit which animates the work. It is becoming more and more the earnest desire of those whose insight is growing deeper with years of practice, that the reproach of even the appearance of lack of unity shall be lifted.

There is now among Kindergartners a movement toward an organized effort to unify thought and purpose and to define our principle broadly enough to include all true workers in one *real fellowship*. This, if it can be accomplished, will also lessen the danger which constantly threatens the work, from

*Opening address of Mrs. Ada Marean Hughes, of Toronto, President of the Kindergarten Department of the N. E. A., at the Saratoga convention, July 12.

the sending out of inadequately prepared students from training classes which have no educational standing.

It is a hard task to convince many that to deal with *early* childhood wisely and successfully requires all the intelligence of the best teacher and a good deal more. It is not the ability to teach especial subjects in an especially happy way that constitutes a good Kindergartner. All that training and natural ability can give of teaching power is a boon to a Kindergartner, as to a teacher; but we must remember that the little ones whose life atmosphere we make, while they are in the period of infancy and Kindergarten training, have not specialized their interests or faculties and therefore are not *naturally* interested in an especial line of facts. We have to wait and watch for the moving of the waters of their thought, and when nature signals, be ready to go with the impulse, to guide and stimulate by our interest and sympathy.

It is child-nature, soul growth, that we need to study if we would stand on the holy ground of unconscious childhood, and hope to do good. We must know the genesis and process of growth of special virtues and have skill to multiply the experiences which will develop the same and so check the possible vice.

If we have a true consciousness of our own needs in the face of such a sacred work, we shall have no room for unkind criticism of other's work and methods but gladly strengthen our own narrow insight of great truths, by seeing the same expressed in the form of others' individuality. Our attitude should be one of receptivity, holding present insights with sufficient tenacity to make us strong in our efforts to realize them in actual demonstration, but not with the assurance that we hold the single torch which is to give light to the whole world.

To discuss the educational methods of Froebel we must take his standpoint, that education is primarily character building and that each child born into the world, has within his unconscious soul the *germs* of his complete character; that as the seed waits for warmth and light, so the germs of his complete being await the influences of sympathy and in-

sight to make it germinate and grow. This being is divinely organized in God's thought, and imbodyed in a human form, through and by means of which it is to reach a conscious being. God's life within him realizing itself through his own activity. God sets the child going and sustains his activity; if *external* will attempts to force that sacred life, it can only mar the perfection of a divine creation and dwarf its growth to a finite measurement.

Froebel insists that a natural education must be *passive* and following, never arbitrary or compelling, save through the implanting and defining of ideals. This does not imply that there be no control, but that control be exercised through environment and by means of organized experiences in which the child may feel the recoil of his own acts, and so learn their nature by the impressions upon his own being. Natural education implies a soul growing naturally through its inherent power, not the filling of the mind with facts about inanimate nature, etc. If we take any other basis for Kindergarten work and methods we soon find a limit to our enthusiasm, our work becomes mechanical, our sympathetic nature dulled. The material of the Kindergarten without the thought that organized it, is lifeless and profitless.

Accepting Froebel's thought as the foundation truth of early education, we have at the same time a solution of our own lives in the manifoldness and diversity of our individual expression. We see *our* need of discipline in self-control, courage and strength, and that only the patience which is born of insight in the growth and nature of humanity and faith in the all good, can keep us in the quietness of hope and continued effort.

A knowledge of the practical work of the Kindergarten is necessary, but not in itself enough to give sustained inspiration to the work. There is a growing demand for a deeper insight into the real nature of Froebel's philosophy of childhood and soul growth. In the satisfaction of this want will come the unifying influence which shall make our various gatherings of Kindergartners, our "Congress" of 1893, not a babel of tongues which shall confuse and separate us, but a

season like Pentecost of old, where we shall hear every one in her own tongue though we be Parthenians, Medes, Elamites, or the dwellers beyond the sea. The *spirit of truth universal* shall enlighten and unite, making our diverse individual expression a rich harmony of complete thought.

ADA MAREAN HUGHES.

Toronto, Can.

ACORNS.

What treasures the old tree drops
Each year from its bronzing boughs !
What a casket of waiting life
What a budget of whys and hows !

EDITORIAL NOTES.

WITH this September issue, the KINDERGARTEN MAGAZINE opens its fifth volume. It, like every other phase of the Kindergarten movement, has had its pioneer experiences, has even struggled at times for existence, but has at last reached a place, where it can pause and see that by virtue of persistent effort, it is now become a permanent and recognized factor in educational progression. With the present number, the KINDERGARTEN MAGAZINE appears under new cover, generally enlarged and improved, which we trust will commend it to its patrons as worthy the progressive cause it represents. As will be seen by the title-page, the management is also changed. The new editors and publishers will be at home, from this date on, in the Woman's Temple, corner of Monroe and LaSalle streets, Chicago, where all friends and patrons of the cause will be most cordially welcomed.

THE KINDERGARTEN MAGAZINE most heartily indorses the action of the Kindergarten department of the N. E. A. in forming the International Kindergarten Union, and is in favor of the Union acting in conjuncture with the auxiliary Congress of the Columbian Exposition to do all in its power to make the Kindergarten exhibit at the World's Fair a complete, comprehensive and inspiring compendium of the work in every line. The Union will have occasion to influence the exhibit greatly, to show forth the national as well as international Kindergarten progress. The hope of the management is that all Kindergarteners will respond to the call for united action, join the Union and lend their intelligent assistance that the exhibit may in no wise be local, personal or fragmentary, and that overlapping, omissions and needless repetitions may be avoided.

When it is realized that America is the only country which has openly and publicly received the Kindergarten into its public system of education the great importance of this movement will be seen, and for the cause's sake not one of its supporters can afford to withhold her intelligent support. The action of Kindergartners to make a united, international effort, is one of the signs of the times, which the coming Columbian Exposition has ripened and crystallized. The "new education," so-called, emanated from the Continent, but has been reared in our own country, and we may well be proud of the growing child, and with just satisfaction present it to our guests from abroad. More than this—we have a duty to the educators of the world, and that is, to show forth the fruits of the experiments and demonstrations, with which progress has intrusted us. And in so serving the educational world at large, we will be best serving ourselves. The KINDERGARTEN MAGAZINE therefore lends its voice to urge all who have the greatest good of the cause at heart, to identify themselves with this International Kindergarten Union and follow its movements and recommendations. This Union in no way takes the place of the Kindergarten department of the National Educational Association.

AN educational journal is no longer complete without its Kindergarten corner, to which its readers may resort for a few crumbs of the concrete. Primary teachers in particular feel the need of investigating and experimenting in this direction. Many of the latter, determined to be progressive, have in various localities, introduced the practical work into public school departments at their personal expense.

KINDERGARTEN training schools are everywhere extending their curriculums, to meet the growing and expanding educational desires of their students. Special lecture courses are arranged to meet this need, by which specialists are brought into the work. We hope next months to give a list

of such available lecturers and their terms and address, that trainers may select from the same in making up their general programs. Any specialists in the Kindergarten work proper, or other lines, such as music, art, history, literature, pedagogy, etc., desiring to be placed on this list may address Kindergarten Publishing Co., Woman's Temple, Chicago, before Oct. 1st.

THE World's Congress Auxiliary, of the World's Columbian Exposition, is the official body in charge of a series of World's Congresses, which in their discussions are to cover all departments of human achievement, by way of properly presenting the moral and intellectual progress of mankind, as well as the mercantile and manufacturing growth. The six months of the exposition time have been carefully programmed, so that each important class may have its due consideration. The month of May is to be devoted to conventions in the line of music, literature and art. June is set for religion, ethics and reform. July is given over to gatherings in the interest of educational science and philosophy. August to the consideration of law, government, military and fraternal organizations. September to labor congresses, building, trade and social science. October to agriculture, commerce, finance and kindred topics. The Kindergarten congress is calculated to cover four days, and to be conducted by the representatives in this department from all parts of the world.

PUBLIC SCHOOL KINDERGARTENS.—At last, what is good enough for some, is being demanded for all. At the regular meeting of the Chicago Board of Education, August 17, 1892, a report of the committee on school management was adopted, which recommends that the Board assume control of several Kindergartens which are now being carried on in public school buildings, at private expense. The vote stood ayes 12, noes 3. The schools received were six that have been for some time under the supervision of the Froebel Kindergarten

Association, and two under the Chicago Kindergarten College. The Board has taken a leading step, and a wise one, in that it is approaching the combination of Kindergarten and school, in gradual natural way. With two ladies on the Board, Miss Burt and Mrs. Flower, and members who are there because of their intelligence on educational matters, the movement will, no doubt, be followed up by similar progression.

The St. Paul school committee has also adopted a plan of work which provides for twenty public school Kindergartens, to be opened with the current school year. At last there is opportunity for school men at large to witness the actual benefits and results of Kindergarten.

The city of New York has experienced a decided awakening the past year, on the subject of Kindergarten. The Free Association has made strides in many directions, and aroused the public to a keener interest in the city's children under school age, until the public school board has recognized the force of the argument and taken action in that direction.

The amendment to the by-laws of the New York Board of Education, whereby the introduction of the Kindergarten system into any primary school was authorized, was adopted on July 6, and President Hunt probably voiced the sentiment of the intelligent public when, at the announcement of the vote, he said: "Allow the Chair to express the conviction that the city of New York is to be congratulated at last."

OUR COVER PAGE will commend itself to every thinking reader. It presents a face with less of Kindergarten sentiment but more of Kindergarten professionalism and must command for the great reform the respect of all progressive educators. An ardent lover of the cause expresses the following after considering the proof-sheets of the cover page as it appears with this issue:

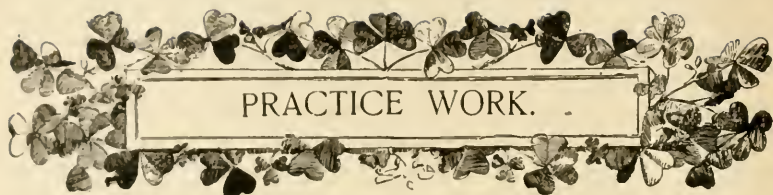
"Mann is American, Pestalozzi Swiss, Froebel German—these three show the international spirit. Although Mann may not compare in inventive genius to either Froebel or Pestalozzi, his influence on the education of his country

was not only very great, it was surely greater than that of either Pestalozzi or Froebel so far. I think he deserves a place upon a paper devoted not to a special *ism* but to education in general. Besides, Mann's picture on the cover would be considered a proof of the impartial spirit of the editors and their ability to recognize merit outside of the Kindergarten."

IS THE KINDERGARTEN A CHARITY?—Many zealous Kindergarteners are happy over the fact that the convention of Charities and Corrections recently held at Denver recognized the Kindergarten as one of its departments. Is it not rather a sign of promise that the charity phase of the work is being merged into the educational, and so found to be, not less of a charity, but a mission of the truest order with a more potent influence. It is stated by one who speaks with authority that all the wrong in the world is the result of false education. The Kindergarten is a truer form of education than has as yet been demonstrated, and in that sense, it is a reform movement of such infinite capacity to work good, that it is lifted far above the term "charity," in its modern sense. If *Charity* is still to be held in its primal meaning, *Love*, then, indeed is the Froebel school a sweet charity. The fact that there is being noble work done in the mission Kindergartens, by no means reduces the educational value of these schools. The staunch Kindergarten will never lose sight of the latter under stress of pathetic appeals to her sympathy. If she be true to her high calling she will be serving a powerful antidote to all forms of human decrepitude.

MODERN PRIMARY METHODS.—There is a growing demand by primary teachers to secure practical and sound help in their specific department, along the lines of progressive methods. The KINDERGARTEN MAGAZINE will continue as in the past, to supply this need and stands open to all discussions of this important department of education. The primary school is no longer the first step, but the second, and hence

arises the desire on the part of primary teachers to become better informed on preliminary methods, as well as to adopt whatever of the new education is expedient and practicable. There are many progressive primary teachers who are working out maps of their own, having an understanding of sound pedagogics. The KINDERGARTEN MAGAZINE, hopes to secure the fruits of such experimental labor to its columns for the benefit of all inquiring and earnest workers.



FIRST DAY SUGGESTIONS.

As is well known to experienced teachers, there is everything in the way the first day of school opens. There are some inclined to think that because it is the first day it won't matter much even if we are not quite on time, or even if we do not keep as strictly to our ideas of discipline. This is a serious mistake, since, on the first day, the pattern for the year is to a great measure set. There is no reason why the expected conditions, be they labeled rules or not, should not be made clear on the first day, and the children adjust themselves to the same. Some Kindergartners have found the secret of *beginning* at once, taking for granted themselves that the best way is the only way, and leading the children from the home rule into controlled freedom without so many preliminary steps toward making the change. If the *true* home element is present in the Kindergarten or school-room, the children will not have to become acclimated to it, but will be at home at once.

In the case of mission schools, where there are occasional children with whom the Kindergartner expects to have trouble, it is wise to begin the first day with a very definite policy. It is fatal to be afraid of children, or even to feel uncertain as to their probable attitudes. The Kindergartner must act in faith that the truth which she recognizes in child nature, will respond to every touch of truth in her own efforts.

Children always come on the opening day with a feeling of expectancy, if not of awe, and if into this mood can be sown the right sort of confidence and earnestness, the greatest step has been taken. To have the child in the true relationship to all about him, people as well as things, is the prime purpose of his school-going. The first days and the impressions brought with them, have much to do in this direction.

"PRACTICAL WORK."

Appeals come with each mail that more, so-called, "practical work" may appear in the *KINDERGARTEN MAGAZINE*. There is a growing desire on the part of all workers to make good the theory of the system in a strong demonstration of practical results. There was a time when the majority of Kindergartners were lost in the endless and meaningless mazes of empty hand-work unsupplanted by a knowledge of the educational principle back of it. That time is passing and for some recent years the great effort on the part of professional workers has been to retrieve the theory, the philosophy of Froebel. To-day and for all time to come, the effort is to substantiate each in the other. The *KINDERGARTEN MAGAZINE* is intended to be the mouthpiece for this purpose, and we trust that workers in the active field will take advantage of the opportunity and send their experiences and efforts in making the principle manifest in works, to our practical department. Thus a record may be kept which will be of mutual advantage to all concerned.

PRACTICAL WORK ON COLUMBUS.

Friday, October 21, has been the day set aside by national authorities for a memorial day of the discovery of America. Every schoolhouse and class-room is to be given over to appropriate exercises for the day. The Kindergarten is not to be excluded.

Among the famous heroes which children of the Kindergarten have hitherto been particularly led to love and rever-

ence and appreciate, are George Washington and Friedrich Froebel. Kindergartners have worked out the stories of these lives in detail, each according to her own ideas and ideals, presenting the facts practically to the children.

It has been suggested that the Columbus programs be taken up with earnest effort, that the occasion and its inmost meaning may be brought home to the children. The following suggestions are thrown out by a Kindergarten who is seriously considering the matter; preparatory to presenting it to her children, in the hope that others may take them up and contribute the fruits of their thought to the October MAGAZINE, for the common good.

Taking for the Kindergarten's own motive thought, *First*, the faithfulness of Columbus to his idea, leaving no means untried, no sacrifice unmade to execute it; *Second*, how by pushing on to its fulfillment, and finding the land beyond the sea, he dispelled the darkness and superstition which fear and ignorance had woven over the beautiful, unknown new world. The career of Columbus might be divided into three epochs, along historical lines.

1. The preliminary steps toward his undertaking, including the stories of his boyhood, life on the coast, looking ever out toward sea, his appeals to Queen Isabella and final preparations.

2. His voyages; accounts of ships and sailors, long and seemingly hopeless journeyings; discouragement of sailors, but Columbus' faith,—the green branch and nest floating on water, final landing, and glad thanksgiving.

3. The new country, coast, forests, and signs of habitation. The Indians, their life in tents and general awe of white men,—the return voyage and the sailors' accounts of the new world.

This is merely a suggestive outline, which would bear detailed application, and a clear purpose as to the desired influence upon the child, in order to make it of real value. There are depths of romantic and picturesque beauty to the many interesting situations of this story, and the wise Kindergarten will select a few of those best fitted to carry her

thought to the child and handle them carefully. It is but a step from this train of historic incident to the coming of the Pilgrims as associated with the Thanksgiving season.—*A. H.*

READINGS ON COLUMBUS.

In utilizing the Columbus story for the Kindergarten, connecting and primary classes, the following suggestions for reading may not come amiss. In a life so torn by criticism and so covered with uncertainties it is best to waive the doubtful disputations and look out into the broad sunlight of its actual deeds and virtues. The idealized Columbus of Lamartine, Irving and others is certainly the better side to cull from if the honey is to be drawn for child-listeners.

The first paper in this issue, devoted to Columbus, goes into a discussion of his morality and shows that he is good man enough to make a model for children to study, and proceeds to place him as a central figure in history and geography by which they may get their bearings for all future time, without eliminating the finger of God from the destinies of nations and men. The same author, Mrs. Mary H. Hull, has in preparation (and about to be published) a child's story of Columbus and his great deed, which crystallizes the thought in such practical form that we cannot but wish it might have appeared sooner. But Columbus will be always with us as much a feature in the future as Washington, being the step beyond Washington and the home-nation into the great mother, Europe, and the beginnings of the child Columbia.

The first half of Vol. I., of Robertson's "Charles V." (J. B. Lippincott, publisher), entitled "A View of the State of Europe," gives Columbus a setting in the world's history; and further the adventures of Marco Polo are a wonderful key to his state of mind with regard to discovery. This latter is edited for children, by Knox—"The Travels of Morco Polo." For the story of his life Irving is among the most trustworthy; also Prescott's "Ferdinand and Isabella." Among later works are "With the Admiral of the Ocean Sea," by Mackie

"Beatriz and Columbus," by Du Bois (A. C. McClurg, Chicago); Windsor's Life of Columbus, has made deep researches but is often unjust to the character of Columbus; John Fisk, James G. Blaine, E. E. Hale, have written most inspirational words concerning this great character. Lowell and Schiller have spoken in verse with equal enthusiasm. Almost any library would supply an excellent course of reading on Columbus, although the above mentioned combination of works would be less apt to involve the student in useless discussions of minor detail. The current magazines are very valuable in their Columbian contributions. We would especially mention Julian Hawthorne's "A New Columbus," in the *Arena* for June, 1891.

It is well to read as much of Columbus' own writings as possible, for there is where we get at the spirit of the man. Yet even in these we must remember his writings were addressed to grandees, and that he was very anxious to please them, so this influence is upon him. But there are so many natural sentences, that here we get the most of him.

It would seem that, though Columbus has long ago gone to his higher reward, he has only now come to his kingdom in the world of his discovery. The whole World's Fair is not too great a memorial of a character we can so love and honor, for studied in all the white—and black—light of criticism, there has not been found one real blemish, and we may well study him and teach him to the child.

A RHYME FOR BABY'S FINGERS.

This little birdie flew away ;
This little bird staid at home all day ;
This little bird caught a blue-bottle fly ;
This little bird found a stalk of rye ;
This little bird cried, " Tweet ! tweet ! tweet !
I can't find anything to eat."

—Babyland.

HOUSEKEEPING IN KINDERGARTEN.

The following suggestions are taken from a recent article by Ida G. Myers, of Washington :

The Kindergartner must make up her mind to really "keep house" in the school-room as one of the most effective parts of her teaching. It has a homely sound savoring of menial service, and in all the enthusiasm and exaltations of professional preparation, dust cloths and scrap bags had no place ; yet these are essentials in this "building of the nation." These are the first helps to prepare to use in order that we may be left free to teach without the harrowing consciousness that the eyes are taking in sights sufficient to destroy a large part of the value of that given in the formal work of training.

Power for children is what we seek, nor does it of necessity come only with arithmetic and grammar. In the proper management of the room there is as great an opportunity to develop personal responsibility in practical affairs as there is in the regular work. *Order is power, tidiness is power, prudence of plan and action is power, as truly as is the ability to add numbers and construct sentences.* These qualities come as frequently in the little economies and judicious plannings of housekeeping as in the more dignified work.

Kindergartners should look to it then that their rooms subserve the purpose of helping to make the children capable. Often we are the only persons in the world who give these pupils one grain of help in this direction. Do it. How? In the first place make them think that the room is theirs. This is n't done by talking, but by action. There is nothing more certain to bring out personal interest and care than a sense of ownership. Do make the room *theirs* to preserve and improve. See that *they* keep this place in perfect order. Don't do it yourself. Be there ; help ; suggest ; be interested, but *let them do it.* The Kindergartner who herself does all the rubbing and dusting and arranging is n't giving children habits of work. Bring each one to feel that *his* part of the room is to be kept immaculate by his own labor, to the end that he may become habitually orderly and painstaking.

There are general duties, too, that different ones may take. For instance, as soon as they understand why you make a particular arrangement of curtains or shades at one time, changing this at another to give the light required, pass this duty to a child to perform regularly, unobtrusively and intelligently. Let another look after the ventilation. Show them what you mean by a perfectly clean blackboard—one fit for *their* room ; then require them to keep it so. Punctilious care in the execution of all the duties assigned shows them the good they may do. Every accident that mars or disfigures any part of the room should be immediately made good.

If in opening several days are needed to set things a-going after this fashion without fret, without friction, time will not be lost and Kindergartners will have done much to start ways of self-reliance and self-help.

A WEEK'S WORK.

[Miss Warner's contribution is an excellent suggestion for interchange of work on the part of Kindergartners, and we would commend her remark as to mutual help and invite like papers from other workers.—ED.]

The week's work in my Kindergarten has been so delightful both to children and teacher, that I have wished that every Kindergartner could have enjoyed it with us. This being impossible the next best thing is to tell them about it. It cannot fail to interest and may, I hope, help some teacher in the preparation of like work, and in this mutual help we should all be willing to "lend a hand."

The subject for the week was the cow, and when the children came on Monday morning, the first thing that greeted their eyes, was a large picture of a cow drawn upon the board. They were delighted and made her acquaintance speedily giving her the name of "Bessie."

Our morning talk was about cows. Even the babies knew that the cow "gives us milk," and the older ones knew for what the hide is used, and before the week was out they had thought of a long list of articles made of leather ; whip handles, satchels, shoes, harness, covering for chairs, card cases, purses, etc.

At the tables, the first morning, the lesson was with sticks, with which the children made a barn, each child having a cardboard cow. As the cardboard was gray, of course, all the cows were Jersey! They were not allowed to go into that part of the barn reserved for the horses and carriages, but were kept in the cow sheds exclusively!

The next day with the Third and Fourth Gifts we made a stable. The Jersey was placed within and each child was given a little three-legged stool of cardboard and a cardboard pail covered with tinfoil. We talked about milk and what is made from it.

This day's work prepared the children for the *Dairy* work, the following day, the most delightful day of the week.

In this small Southern California town there is no such thing as a toy store, such as one finds in a city, into which one can go, and at very little expense procure little articles that add so much to the children's interest in work like this. It is an excellent place for the developing of the Kindergarten's inventive faculty. We were to have a Dairy. I wanted *pans*. Real tin ones were out of the question, but cardboard was plenty and my inventive powers were, happily, equal to the emergency. I cut a round piece for the bottom of the pan, about the size of a nickel, and another cylindrical piece for the sides, and with fine thread and needle sewed the two together. After this was done, I covered it with tinfoil, and after half a day's work, had my row of shining milk pans complete—two for each child. A churn I made of cardboard, and pasted a strip of paper on the back, leaving an opening just large enough into which to slip a strip of cardboard for the dasher, that, in this way, "really worked" up and down.

After our talk in the morning the children went to their seats and with the Fourth Gift made two little tables. A few moments later the dairies were ready, and I wish you all could have visited them. You would have seen upon one table two milk pans full of *real* milk; on the other rolls of butter, (the yellow cylinders for stringing) which the children had wrapped in tissue paper for butter cloth—at the same time learning how many pounds were in a roll, and telling me as

they finished their calculation that they had four pounds in their two rolls. The churns were being worked vigorously by the happy little dairy women and men ; the Jersey cow was out in the field beyond, and the stool and pail stood ready for use. It was all delightfully "real" to the children and enjoyable and gratifying to me.

In the occupations they sewed a cow, and pricked the outlines of the churn, stool and pail.

In addition to the cow and calf, I drew upon the board, the barn, the stable, churn, stool, pail, shoes (the mamma's and the baby's) whips, satchels, etc., and the children drew on their slates, some of these. The calf was named by the children "Daisy," and I am not sure but that it and the cow will remain on the board for the rest of the term, as the children seem to be so fond of them and unwilling to have them erased.

The babies, of course, did not do as much as the older ones, but they had the cardboard cows ; worked the "really" dasher in the churns ; had real milk in the little pans, and all of them, older ones and babies, had a drink of real milk "all around."

As the Kindergarten is connected with the public school, I had access to the charts used in the other departments, and they added greatly to the value of the lessons. On the ones we used were pictures of the cow and calf, pieces of different kinds of leather, pieces of glue, buttons, combs, etc., and the children thus saw for themselves the articles made from the hide, horns and hoofs of the animal.

So much for my week's work—I know how discouraging it is to work up a subject when cramped for material, but much may be done to supply the need if we are willing to put a little extra thought upon inventing for ourselves, and the satisfaction gained from successfully carrying out a week's program, fully repays one for all thought and time expended.

I am anxious to see more of this subject work going on in the Kindergartens. The work oftentimes is too "scrappy" ; too unfinished ; there is too much smattering of many things ; too little thoroughness in any one thing.

Let us give the helping hand to one another in this regard. We need each other's thought, each other's work. Let us give it, however small it may seem to us. Lend a hand. Our own enthusiasm will grow and many a Kindergartner be helped and encouraged.—*Anna Warner, Banning, San Bernardino County, Cal.*

THE CHESTNUT BURR.

A wee little nut lay deep in its nest,
Of satin and down, the softest and best ;
And slept and grew, while its cradle rocked,
As it hung in the boughs that interlocked.

Now the house was small where the cradle lay,
As it swung in the winds by night and day ;
For a thicket of underbrush fenced it round,
This little lone cot by the great sun browned.

The little nut grew, and ere long it found
There was work outside on the soft green ground,
It must do its part, so the world might know,
It has tried, one little seed to sow.

And soon the house that had kept it warm
Was tossed about by the autumn storm ;
The stem was cracked, the old house fell,
And the chestnut burr was an empty shell.

But the little seed as it waiting lay,
Dreamed a wonderful dream day by day,
Of how it should break its coat of brown
And live as a tree, to grow up and down.

—*Adapted.*

CHILD-CULTURE STUDY-CIRCLE.

THE BRONSON ALCOTT FAMILY

are a happy argument in favor of home education. In the Life and Letters of Louisa M. Alcott we read of the homely family life which environed herself and sisters. There was poverty, meagre opportunity, and stern duty in their daily course, but behind this stood a father with high ideals and a mother with long forbearance. The education of the children consisted largely in what they absorbed from their parents, who took time to talk, think and live according to their highest ideals. The father considered it an important part of education to learn to think on paper, to express sweet thoughts in writing. In order to make this practical in the home school, it was made a rule that each member of the family keep a daily journal, these to be subject to family perusal and criticism. Furthermore when the good mother wished to express her commendation or criticism of the children, she often wrote it in the form of a personal note and received her answer in the same way. The children exchanged poems at an early date and so generated that admirable power of putting into good form their choicest thoughts. Is there not a broad illustration here of the truth that ideals are greater educators than facts? The Alcott children were fond of playing school in the barn, and acting out their self-written plays. They were taught all practical values through hard work and simple pleasures, and so developed an honest and sturdy appreciation of all things.

SEWING MACHINE RHYME.

(To tune "Mill Wheel.")

The wheel goes round and round ;
The wheel goes round and round.
It moves the needle sharp and bright,

That sews my clothes so neat and tight.
The merry wheel goes round,
The merry wheel goes round.

Humming all the time,
Like a pleasant rhyme.
The needle's dancing up and down,
The spool is whirling round and round,
The merry wheel keeps time
Like a pleasant rhyme.

What drives it round and round,
With cheerful, happy sound?
The treadle—rocking to and fro,
Seesaw, seesaw, heel and toe,
It drives the big wheel round
With busy, cheerful sound.

—*Fannie Dayton.*

HOME INDUSTRY.

In the April number a call was issued for correspondence on the part of mothers in regard to the practical ways and means of home keeping with the little ones.

"To Froebel belongs the credit of having found the true nature of play, and of regulating it in such a way as to lead it gradually and naturally into work, securing for work the same spontaneity and joy, the same freedom and serenity that characterizes the plays of childhood."

The following letter comes, from a mother who has practiced Froebel's way, for publication in the CHILD-CULTURE STUDY-CIRCLE:

Having for years been specially interested in the training and development of children, I have studied Kindergarten methods for the home and Sunday-school, as a "deep philosophy." The first gift I recommend to young mothers and teachers is the gift of the Holy Spirit. I have not gone beyond that. In our home are five pairs of little helping hands. Our oldest is a boy of fourteen, studying Latin and German, and violin music. On Saturday he makes and bakes the cakes, cookies and pies, darns the stockings, superintends a taffy pulling

for the younger children, and when mother is sick, he is the tender, intelligent nurse; frequently helping with the bed-making and bathing of his brothers and sisters.

Then comes the little girl of eight years, who works magically, putting a room to rights, dusting and polishing windows when mother's back is turned, to surprise her. She can make an omelette, also soup, is an excellent nurse for baby brother. Next is our little sunbeam, a girl of six years, she flits about singing all the day, and cannot be pinned down to anything like work. She can gather and gracefully arrange flowers, can brush father's hair, bring his slippers or a glass of water; she will answer the door-bell, entertain callers charmingly, and creep into the middle of all hearts and nestle there, but she does not learn anything. She has no ambition, she is "good for nothing but to love." Then comes a boy of five years, jolly and affectionate. He can stand on a chair and wash and wipe dishes, lustily singing, "First the glass and then the silver, rinse them in the suds so hot," etc. They all wash and iron plain small clothes, the little boy can iron and fold the napkins square and smooth. He does it so much better than the girls do! He can also bake the griddle cakes and bring them to the breakfast table smoking hot. The baby boy is twenty months old; he helps us all. In the morning when the children are dressing, he knows to whom each pile of neatly folded clothes belong, and carries them to the owner. He knows each napkin ring, and when the others are setting the table, the baby places the napkins and pushes up the chairs; he also carries many of the smaller dishes to the buffet, as they are wiped. My children are not models, sometimes they get angry and cry or quarrel with each other. They are my constant companions, are taught to be cleanly and speak the truth and that *correctly*. They always work cheerfully and are happier at their play for it. It would have been much easier for me to do all the work myself than to take the pains to teach them; but it is a duty to make children useful and it pays twofold,—it blesses the parent and blesses the child. Sunday is our red-letter day, we always have candy and our pet dishes and Sunday toys, and build sand-maps of the Holy Land, making paper tents for the army encamped around the block walls of Jerusalem. We read stories and have our choicest music. During the week, we have our weaving and paper folding, colored crayons and a blackboard. Each child has a box of water-color paints, they make their own paper dolls. They have a large tool chest, also a miniature house to keep clean, it has a yard in which is a real fountain. They have no other toys. The hardest work they have, according to their own measure, is the half hour's practice on the piano each day.—*Mrs. C. M. Brown, Front Royal, Va.*

HERE is a hint for practical and possible work for mothers: The Mothers' Council of Crawfordsville, Indiana, is composed of a few earnest mothers associated together for the purpose of studying the best

methods of teaching and training their children. A discussion of "Plans for Summer Work" was participated in by all the members of the club. These plans were practical suggestions for out-of-door life by which the abounding energy of childhood could be led into channels of usefulness. One member told what little children could learn of the habits and song of birds. Another showed the entertainment and instruction to be found in studying the habits of insects. Another illustrated the pleasure and profit a child may get from free use of hammer, nails and saw, by giving the details of a child's success in building his own playhouse; of happy play in clean white sand; and afterward told of a child's care for and collection of flowers from babyhood to the age of six. The Council will meet regularly for such practical discussions.

THE DISCONTENTED WATER-DROPS.

A happy little family of water-drops lived in a quiet motherly pond. What gay times they had! How they swam about and played with each other? How they loved to chat with the wind of what he saw in his blowing about the earth, often asking him, if, in all the wide world there was any place so pretty, or so nice as their pond. One day the wind grew playful, and caught up one of the little water-drops, and set it on the broad leaf of a tall waving plant that grew near the bank.

There that water-drop swung, and sung of the fun it was having so high up in the air, rocked all day in a broad green leaf, until the water-drops down in the pond longed with their whole hearts to be there too. Finally the drop on the broad leaf disappeared altogether; the wind whispered that it had gone out to see the world.

Then how the little drops in the pond longed to go also, to see the world. How quiet and small the pond seemed now. Some even called it stupid. How they wished like the wind they might go where they pleased. They looked at the white clouds, floating all day long in the pretty blue sky, and grew more unhappy all the time. The wind soon found out what was the matter with the water drops who had always been such merry playfellows but now did nothing but frown and look longingly far away. He told the sun.

When the sun heard the story, he smiled a knowing smile,

and said : " Foolish water-drops, they do not know that there is nothing more beautiful than their own quiet pond with its water-lilies and its grassy banks."

He moved nearer and nearer, until he stood right above the pond. Then he spoke, softly, and perhaps somewhat sadly :

" Little water-drops, if you will look in my face for a while without once looking away, I think I can help you to come up here and be a cloud."

The little water-drops trembled for joy, and almost all of them looked straight at the great sun. Some were afraid, for the sun was so big and bright, and they crept down to the bottom of the pond and hid. Some kept on looking and looking and at last one cried : " Oh, I believe I am beginning to go up ; I feel so warm and light." And sure enough, in a short time they all grew warm and light, and began to go up. Soon they floated off in a tiny cloud, and laughed at the water-drops, who had not been brave enough to look the sun straight in the face. Farther away floated the tiny cloud. The breeze played with it, and chased it about in every direction, while the old sun smiled at the fun as he kept, ever, on his journey toward the west.

The little cloud, in its glee, did not notice that the sun was going down, until it felt a warm red glow all over it. How proud it was to be in that glow and red like it. In the pond there had been only glimpses of it caught. But to be in the midst of it ! What undreamed of happiness ! And there was the sun smiling good-night. After the sun had really gone, and the red glow too, the tiny cloud felt lonely and for the first time noticed that larger clouds were near by. Everything was so dark that it grew frightened, and crept nearer the larger clouds for protection. That rogue, the wind, began to be rough. He was joined, too, by other winds, rougher still, and strange beside, who buffeted the poor little cloud until it wished with all its heart that it had never left the pond and the lilies.

Worst of all, there came a mighty, old wind who had no feeling for clouds of any sort, much less such tiny ones.

This hard-hearted fellow sent such icy blasts towards the poor, frightened, cold, little cloud, that it shivered through and through. It could bear its troubles no longer, and it began to cry. The tears dropped, one by one. Each little water-drop found itself once more a water-drop, only—falling—falling—right into the bosom of the quiet pond, which like a patient mother had waited with open arms for the children she knew would come back to her when weary with their struggles to see the world.

No one knows, except the water-drops themselves, and perhaps the naughty breeze, how the sun smiled the next morning, when he saw the ripples of gladness and the laughing dimples all over the face of the quiet pond down among the lilies and the tall grass.—*Ral.*

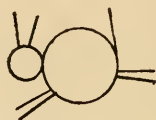
It is not sentiment, but sound sense upon which the KINDERGARTEN MAGAZINE bases its statment, that every mother is an educator and should keep close to her children in the school as well as the home. This monthly journal is devoted to the interests of the new education and appeals to parents everywhere by its intelligent presentation of the vexed question. It is not enough that mothers are even tempered, or playful with their little ones, although both of these qualities are great steps toward true motherhood, but mothers must come, as many of them have already done, into a conscious effort to educate their children. The KINDERGARTEN MAGAZINE is here to help all such who have awakened to the possibilities of the home school. It is not enough that parents see to it that their children are sent to a first-class school when grown up, but they must begin to lay the foundation of this after education in the home. The KINDERGARTEN MAGAZINE is designed to help in this preliminary work. Its mothers' department is edited in the interest of earnest and honest parents, who are seeking to follow out the demands which modern educational progress are everywhere making upon them. The "home and the school" is a phrase marking the modern tendency.

HOME GIFT WORK.

The following happy play is suggestive to mothers who are desirous of using the Kindergarten gifts in the home nursery. It illustrates one of Miss Poulsson's well known finger plays, and has been found to greatly delight the children for whom it was arranged by Miss Ellen Robena Field, Bangor, Maine. The forms are all to be made with the sticks and rings.

The Little Boy's Walk.

A little boy went walking
One lovely Summer day ;
He saw a little rabbit
That quickly ran away.



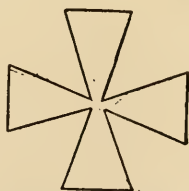
1 medium ring.
1 small ring.
7 one-inch sticks.
1 bead or split pea for eye.

He saw a shining river
Go winding in and out,
And little fishes in it
Were swimming round about.



8 three-inch sticks.
Several one-inch sticks for fishes.

And slowly, slowly turning
The great wheel of the mill ;



8 three-inch sticks.
4 two-inch sticks.

And then the tall church steeple,
The little church so still.



2 three-inch sticks.
2 one-inch sticks.
3 two-inch sticks.

The bridge above the water ;



- 1 five-inch stick
- 3 two-inch sticks.
- 2 large half rings.

And when he stopped to rest,
He saw among the bushes
A wee ground sparrow's nest.



For Bushes:

- 1 four-inch stick.
- 3 one-inch sticks.
- 3 two-inch sticks.
- 3 three-inch sticks.

For Nest:

- One medium ring.
- One small half ring.



And as he watched the birdies
Above the tree-tops fly,
He saw the clouds a-sailing
Across the sunny sky.

For clouds:

- 4 three-inch sticks.

For bird:

- 1 two inch stick.
- 2 one-inch sticks.

For tree:

- 1 five-inch stick.
- 4 one-inch sticks.
- 4 two-inch sticks.
- 4 three-inch sticks.
- 4 four-inch sticks.

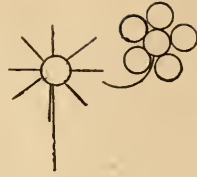


He saw the insects playing.

For butterfly:

- 1 three-inch stick.
- 12 two-inch sticks.
- or 2 one-inch sticks
- 1 two-inch stick,
- 6 one-inch sticks.

The flowers that Summer
brings,



For Flowers:

- 8 two-inch sticks.
- 1 four-inch stick.
- 1 small ring.
- or
- 6 small rings.
- 1 large half ring.

He said "I'll go tell mamma
I've seen so many things."

IN this department more especially meant for mothers, the aim is to give such papers, stories and helps as apply easily to the home. In the department of *Practice Work*, with its suggestions for the Kindergarten table and circle there will be a multitude of excellent things that may be adopted to the home needs, where, although there may be no regular program of work possible, yet an earnest, intelligent mother may put a method and sequence into it all if she is led with the true ideal for her child. The great stress which the Kindergarten trainer puts on the mothers' needs and the call from every quarter on their own parts proves that such a department is indeed necessary. We hope that Kindergartners will feel at liberty to suggest and contribute to this department whatever they may feel prompted to in the way of practical home helps, stories, and discussion.

FIELD NOTES.

MISS ELLA C. ELDER, formerly of Florence, Mass., is the new superintendent for the Buffalo Free Kindergarten Association. This young organization has undertaken an important and extensive work, and its superintendence is a correspondingly responsible office. We understand that the Association will open six free schools this fall, as well as a paid training class, with a two years' course.

PRATT INSTITUTE, Brooklyn, opens a training class for Kindergartners this fall, in response to the growing need for professionally trained Kindergartners. The course of study given at the Institute will include the usual study of the gifts and occupations of the Kindergarten, and of the scientific laws underlying this work; lessons in form study and drawing, and in simple instrumental drawing; instruction in physical culture, as daily illustrated in the games with the children; special lessons in vocal music; studies of plant and animal life; lessons in physiology and psychology; lectures on the theory and history of education, and on Froebel's philosophy, with its practical application to the Kindergarten. Miss Hannah D. Mowry is in charge of this department of the work, and has as her leading assistant and training teacher, Miss Alice E. Fitts, formerly with the Chicago Kindergarten College. These two ladies have spent the past summer together in Europe, in the interest of their work.

THE annual circular of the Omaha, Neb., Kindergarten comes to hand, Mrs. Evelyn Griffiths Stallard, directress. This Kindergarten has added a primary department, to meet the demands of parents wishing to continue beyond the Kindergarten.

THE Western Normal College, Lincoln, Neb., has secured as principal of its Kindergarten Normal department, Miss Emma Montgomery, of Chicago. Normal schools are reaching out toward the Kindergarten with more serious purpose each year.

THE Louisville Kindergarten Association breaks the usual custom, in that it holds its commencement exercises in October instead of June. Two classes are graduated this year, the program calling for a single paper from each class. Miss Bryan attended the School of Applied Ethics, held each summer at Plymouth, Mass., and is most earnest in her recommendation of it to the peculiar needs of the Kindergarten,

who believes so strongly in applied truth. This school is under the direction of Prof. Felix Adler, and calls out some of the best educational thinkers as well as doers.

WE acknowledge among other June reports a most interesting one from New York, All Souls Church Kindergarten, in charge of Miss M. L. Van Wagenen. This Kindergarten has closed its fifteenth year, and has the honor of having been the first opened in New York city. The training class under the same management graduated eighteen members in June, and has every prospect of a happy year, opening September, 1892.

MISS SUSAN P. POLLOCK, of Washington, has been in charge of a large summer Kindergarten at Mountain Lake Park as well as a normal class of mothers and teachers, and an enthusiastic impetus was given the work. Mrs. Louisa Pollock enjoyed the midsummer convention of the N. E. A. at Saratoga.

MISS JOSEPHINE LOCKE, of Chicago, read an important paper before the National Convention of Charities and Corrections, held at Denver, June 29. The paper entitled "Ideals in Education" was a strong plea for an extension of Kindergarten principles into primary grade work. Among other forceful arguments, she said the following :

"I feel that the Primary children have been deprived of their highest development, shorn of their best through the popular fallacy that they must be got ready to earn a living as soon as possible, and that reading, writing and arithmetic were means to this end ; therefore, all childhood's spare minutes must be devoted to mastering these rudiments.

* * * * *

"It is here the teachings and practices of the Kindergarten must apply. The Kindergarten has no right to be limited in its work or influence to children of six years or under. The same materials can be used, the same methods employed, and the same principles inculcated in the Primary School. This is the beauty of Froebel, that his philosophy is inexhaustible, because it is a divine universal philosophy, and that it is as full and rich in its culture for the lettered as for the ignorant, and for the man as for the child.

"The progress of the Kindergarten is the greatest step of our day toward the recognition of the Christ in education. The teachings of Froebel declare that every child is *per se* a child of God, and that the kingdom of heaven is always within him, that the finding of this kingdom is the secret to all knowledge and wisdom and financial success. This kingdom which is the realm of the intuitional and spiritual, where truth is axiomatic, has been steadily repressed by the study of books and the interfering prescriptive teaching of the adult. The principles of Froebel contend for leeway for this kingdom."

THE Milwaukee State Normal School has opened a Kindergarten department in connection with its regular curriculum, with Miss C. M. C. Hart at the head. Miss Hart has been principal of the same work in the Toronto Normal School for many years. The Milwaukee work will be followed with great interest by the many so long connected with it.

THE graduating exercises of the Philadelphia Training School for Kindergartners were held in the New Century Drawing Room on Wednesday evening, June 1. The class, numbering thirty-two, occupied the daintily decorated stage of the hall and by essays, songs and games gave the audience a practical insight into the Kindergarten system.

The program consisted of an opening hymn and song; essays on the following subjects: "What is the Kindergarten?" by Mrs. M. L. Pickering; "Color in the Kindergarten," by Miss Mabel Warren; "Symbolism," by Miss M. McAlpine; "What the Kindergarten does for Women," by Miss A. C. Baker; several groups of games among which was an original game composed by Miss M. M. Gruen with music by Miss J. H. Vache; a dictation lesson in the Fourth Gift by Miss A. R. Gilchrist and a music lesson in the *tonic sol-fa* system given by Professor Batchellor after the presentation of diplomas by Mrs. M. L. Van Kirk, principal of the school, the exercises were closed by the singing of Brahms's Cradle Song.

NEW ALBANY, Ind., is favored with a model free Kindergarten at the generous hand of Miss R. W. Breyfogle, who has just erected a handsome building on her private grounds, for the purpose. The increased occasion for new and special buildings for Kindergarten purposes, shows a growth in appreciation and valuation of the work.

THE Grand Rapids Kindergarten Training School are looking forward to the opening of their work in September. The new classes being organized September 15th. Two Kindergartens will be directly under the auspices of the Association, one private and one free Kindergarten. There will also be seven or more other Kindergartens indirectly supervised by the faculty of the Training school, in which the students of the school will observe and practice. General study classes will be established for all interested in the subject, also special classes for mothers and teachers. A class of twenty young women who finished a first year's course last year will form an advanced class and continue the study and are looking forward with much pleasure to this second year's course. There will also be advanced classes for the mothers and teachers of last year. The outlook is very favorable for a successful and happy year. The work, as formerly, will be in charge of Mrs. Lucretia Willard Treat and her assistants. Mrs. Treat will also have the general supervision of the Kindergarten Training School at Columbus, Ohio, making four visits there during the year, spending one week at each visit holding mothers'

meetings, taking charge of the classes in training and visiting the Kindergartens. She will also visit Muskegon, Mich., every two weeks throughout the year. Meeting classes of the public school teachers and Kindergartens. The summer work at Grand Rapids has also been very encouraging. During the summertime three Kindergartens have been maintained none of which are self-supporting, but which have been the means of giving much gladness and joy to many little ones. Several of the churches, having the true missionary spirit, have also opened their doors for the establishing of Kindergartens.

THE Public School Board of Evanston, Ill., has given its consent to an experimental public Kindergarten under the charge of Miss Kate Beebe, who has been a most active worker in Chicago for some years. If the year's test is a success, there is some promise of the Kindergarten being adopted in Evanston.

A FULL SUMMER'S WORK.—We gather the following from correspondence in regard to Mrs. L. W. Treat's movements this summer. Leaving Grand Rapids the first of June, after a most wonderful trip over the Northern Pacific, she reached Salem, Ore., to find this western capital all awake to the Kindergarten. Through the efforts of the workers there, Mrs. Treat was called to aid in spreading the influence. Miss Orvilla Ballou, a Chicago graduate, has one of the most successful private Kindergartens, having forty children during the entire season; next year the parents wish her to get the necessary assistance and continue her Kindergarten, carrying the older ones on with connecting class and primary work with Kindergarten methods. A large and enthusiastic Kindergarten study class was formed, meeting every day. By a wise thought it was not called *mothers'* class—and several intelligent men joined. There were evening public meetings. The superintendent of the public schools—a lady—the president of Willamette University and all of the clergymen of the city espoused the cause warmly. Mrs. Treat spoke at the State Prison one Sunday afternoon and at the State Reform School. Miss Ballou was so much impressed at the latter place that she offered her services to go out—six miles—once a week all winter and give the boys clay and hand-work. The month of June was the favored time to visit the coast, the Rose and Strawberry Fair was a most wonderful display. One has to see to believe all the beautiful sights. Mrs. Treat was invited to speak the closing night of the Fair on "Fruits, Flowers and Children." Miss Ballou and Mrs. Treat visited Albany, south of Salem, and were the guests of Mrs. Latham who has there a Kindergarten and training classes. Two meetings were held there under the auspices of the Kindergarten and the W. C. T. U. The 23d of June, they went to Portland to attend the graduating exercises of the Kindergarten Association. Nine finished the course and took their diplomas—the room was decorated with flowers and the hand-work

on the wall. Each of the teachers gave a practical lesson, among which were a Third Gift and stick lessons, a story, song and Delsarte exercise, the students acting as children. The thought was the bees and flowers. The ladies were very bright and animated and carried out their part most successfully. Mrs. Treat addressed the class. In the evening a large public meeting was held for a final discussion of the subject. Mrs. Dunlap has every reason to be gratified with the result of her work this year. After a trip up the Columbia to The Dalles and the Cascade,—sights that no pen can describe—snow mountains, flowers, salmon fisheries,—loth to leave that beautiful land and its hospitable people, Mrs. Treat returned to her home field of labor. At St. Paul, she met the board of education and learned of their action to introduce twenty schools this fall. Superintendent Gilbert and others talked over their new work with her. The lectures in Bay View, Mich., opened the 10th of July. This assembly is second only to Chautauqua in numbers. Dr. Richard T. Ely of Johns Hopkins University, the new principal is a leading social scientist. He brought with him many strong educators. Mrs. Treat had charge of the Kindergarten department, Miss Hester P. Stowe assisting her. They had a daily Kindergarten of forty children, a class of over thirty teachers taking a normal course and a very interesting mothers' class. Public meetings were held and much interest awakened. The Kindergarten has always been a prominent feature of Bay View. The lovely Bay, fresh cool air, and delightful people make it a most desirable Summer resort. After a Summer school at Grand Rapids, another institute, and then preparation for next year, Mrs. Treat took a well earned rest. It renews strength and vigor, to meet so many earnest workers. The world is so full of them, and after going about among them, it is an inspiration to come home and do one's own work better.

BOOK NOTES.

AMONG the most aggressive and discriminating publishers of sound literature for children, is the firm of Ginn & Co., Boston. This firm has adopted the sturdy policy to put only the best and highest material into book form. Every new volume for the young is tested and edited with the child in view before it is sent to the printer. Among recent publications of this firm we note a neat volume of "Good-night Poetry," compiled by Wendell P. Garrison. In the preface the author pleads that the sacred privileges of the evening hour be retained by the parents and contributes these songs to aid in establishing this sweet communion time. Miss Sarah E. Wiltse's new book of "Stories for Kindergartens and Primary Schools" is a valuable addition for the little folks. This publishing house is showing a tendency toward Kindergarten lines of thought, and especially in the "Classics for the Young" are they solving problems for us in high class literature for children. Their work in primers and first readers will also bear the closest inspection from the profession.

The series of Ethics for Young People is given by such men as Julius H. Seelye, of Amherst College, C. C. Everett, of Harvard, and Benjamin B. Comegys. Books of this character are always suggestive to teachers and should be numbered among school libraries and we would advise them to keep the Ginn & Co. catalogues always on hand. A list of recent books and prices is given in the publishers' advertisement in this number.

THE story of the German Iliad, by Mary F. Burt (Effingham Maynard & Co.) has been prepared for use as a reader in the sixth and seventh grade of schools, but Kindergartens will find in it in simple form the outline of the great story of Siegfried. We need not plead for the use of these northern classics with all their marvel of story and imagination; they are being brought out for children, because there is that demand greater than it can be supplied. This volume, with Miss Burt as author, does not need our recommendation and except for the resemblance which she would point out between this story and the Greek myths, we could scarcely forgive the story's being named as it is. It would, perhaps, be more excusable to speak of Homer's song as the "Nibelungen of Greece." It is well enough for the child to call things after other things when he has discovered the analogy for himself, but it is his right as an

original investigator that he be given originals. We heartily recommend this book, and in fact all the productions of this author, to Kindergartners, since her work is done in the spirit which they are seeking after.

MISS PHOEBE THOMS, Cincinnati, O., has recently published a paper cover volume of "Important Events in the World's History," intended to be a handy reference book for students. It also contains tables of rulers and genealogies.

A MULTITUDE of Kindergartners are always interested in knowing what Milton Bradley Co., Springfield, Mass., are doing for them, being confident through experience in the past that this concern will have something novel and helpful to offer them with each changing season. The latest catalogues from Springfield are worthy of careful study because of the special prominence which they give to Parquetry and the new methods of grouping it. On this account it is essential that Kindergartners should have the late editions of the catalogue. The attempt of the Bradley company to make all the material which they manufacture conform in its colors to the color scheme to which they pin their faith will render it desirable for all Kindergartners to interest themselves in this system of teaching color. One way to do this will be to send for the little pamphlet, "The Bradley Color Scheme." The list of embroidery threads is being improved and enlarged and the assortment of engine colored papers is much better than it has ever been before during the twenty years that the company has sold these papers. The latest addition to their material is Miss Truesdell's Little Creaser, which is a very simple instrument for creasing lacing strips so as to facilitate accurate folding in connection with the work of the Seventeenth Gift. It is the invention of a practical Kindergartner and whenever used is valued highly. The Bradley company are also arranging to add to the number of books which they publish for Kindergartners and primary teachers. They have in press a little work "Clay Modeling in the Schoolroom," by Ellen Stephens Hildreth, who was, we believe, formerly associated with Susan E. Blow in the St. Louis Kindergartens.

What news do you
bring from our mother's home; Now tell us & sing
— and we will listen & kiss you today; If you're any
cheerful little, I'll take it away.

Take our mother one word, And that is our love
By every gentle bid, In every gentle doze

Be careful of your

PUBLISHER'S NOTES.

There is great demand for all back numbers of the KINDERGARTEN MAGAZINE, by many who wish to possess the complete file. This shows a growing appreciation of the practical value of the magazine. There is repeated call for Volume I. The substance of this volume can be secured in the compilation, Mother's Portfolio, as advertised in last year's MAGAZINES. Vol. II. is entirely out of print, and only a very limited number of bound Vol. III. are in the market, at \$3.00 each. Vol. IV., in cloth, can still be had for \$2.25. Address, KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

Wanted.—We need February 1892 KINDERGARTEN. If you have one to spare send it, and we will give you any other number in exchange. KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

Bound Volumes.—Exchange your files for '91-'92 (Vol. IV.) for a bound volume of same; it will cost you only 75 cents to have a handsome book made of your numbers.

The offer made in the June number, granting a year's subscription to any one sending in three new subscribers and \$4.50 was limited to date of June 10, and no longer holds good.

THE PARTHENON.

A new LITERARY and ART paper. It has the exclusive right to publish the SERMONS of the Rev. Dr. Thomas, as well as the very valuable studies in FORM and COLOR by Miss Josephine C. Locke. Miss Estelle M. Huell, of the Philosophical Department of WELLESLEY COLLEGE is now contributing a very valuable series of papers on ÆSTHETICS which every Art student should read. Studies in Plato and the Platonic Philosophy, by Thomas M. Johnson.

KINDERGARTEN and MOTHERS' CLASS studies, by Elizabeth Harrison. It is also the only paper in Chicago that publishes literary and Art papers by distinguished London writers. The WOMAN'S NUMBER soon to be issued promises the finest paper on GEORGE SAND ever published in this country.

KINDERGARTEN MAGAZINE

Vol. V.—OCTOBER, 1892.—No. 2.

SCIENCE IN THE COUNTRY DISTRICTS.



ANDIDLY, if asked to name the school where I—as a teacher—seem to have been of the most help to my pupils, I should say, “In the country district.” If asked where the pupils were the most appreciative, I should make the same reply.

If still further asked, “Which of your schools has left the most pleasant memories;—where have the pupils seemed to best enjoy themselves and things go smoothest?” my thought would at once turn to one of my first schools in a “country district.”

And why was it? Certainly not because the eighteen double-seated, board benches, fastened in two rows to opposite sides of the long room were inviting or comfortable! Nor because about one-third of the sixty-four pupils was made up of great boys and girls from the furrow and hay-field and another third were almost babies. Not even (although it did wonderfully help) because the teacher and pupils all joined in such famous games of “pum-pum-peel-away” and ball at recess; or had delightful “sings,” “socials” and “literary” societies in the evenings.

No; as I meet these former pupils, now men and women,

they seem to have forgotten most of these things, but I have frequently remarked how they *do* remember the walks we took at noon in search of snails; the collections of leaves we pasted on cards; the insects we noticed and the flowers we gathered to decorate our bare room.

There was no *study* of these things; no books used (except as I bought and loaned them) and no school time taken; for the "common-sense," "practical," directors, fresh from the "fatherland," insisted that no time should be taken up with such "nonsense" and would doubtless have been better pleased if the noons had been spent at figures, reading and spelling.

No; I simply showed my interest in what was interesting to me; went where I wanted them to go; looked at what I wanted them to look at, and the children "caught" it, just as they catch anything, from the mumps to cigarettes and from polite behavior to honesty and truthfulness.

Now that the fruitage has come, what am I to decide? Emphatically—that there is NO MORE IMPORTANT BRANCH of education for the children of our country districts THAN AN ACQUAINTANCE WITH NATURE.

Aimless, methodless, and even incorrect, as I fear much of my maiden efforts were in science, I still can plainly see these results:

1st. A happy, contented group of pupils; doing their tasks in that willing way which adds so much to their helpfulness.

2d. Some gain in those exact habits of thought and observation which all science demands and cultivates and which are so invaluable in later life.

3d. A refining influence on all. (I do not now remember a single instance of profanity or vulgarity among these pupils.)

4th. Increased happiness in after years. If he be "a benefactor of mankind who makes two blades of grass grow where one grew before," much more he who doubles the happiness of a human being. Who, with heart at all in unison with nature, can doubt that toil is lightened and drudgery

relieved when the mind is in loving acquaintance with omnipresent nature?

These results seem evident. How much vice and rascality was starved out by this innocent preoccupation—how much less they might have learned in their studies if irritated by enforced obedience or in listless indifference—how many less dollars they would now be worth, but for these better habits of seeing into things and how many degrees nearer the brutes they might be I have no means of knowing.

I do know that I feel like grasping every country teacher by the hand and saying, "I congratulate you on your peculiarly grand opportunity to influence these lives for good. They are farmers' sons and daughters, and in time will be the owners of these farms and orchards! What they are is of much more importance than what they have. In no way can you better help them to happy, successful lives, than cultivate by precept and example a *loving interest* in the natural objects and phenomena they will always be among.

Do this by a study of *things*—only using books as aids. Critically read with them such poems as Bryant's *Thanatopsis* and *Psalm of Life*; Whittier's *Snow-Bound*; *Barefoot Boy*, and especially, *Among the Hills* (always an inspiration to me), and their eyes will not be "blind to the beauties everywhere revealed."

It will be your great privilege to

"Invite the eye to see and heart to feel
The beauty and joy within their reach;
Home and home loves and the beatitudes of nature,
Free to all."

Do you feel that your knowledge is insufficient! Then you can the more honestly say, "Come let us study these things *together*," and what may be lacking in the ground gone over will be in a measure made up by the harmony of such a class.

And lastly "Do not be afraid to invest some money in books and specimens. It will prove a good investment in the

end by guiding your own interest, by aiding your pupils and making your work more acceptable to those in authority.

Much more I might add regarding my own days of farm life and how I daily realized that quiet and helpful condition of mind which comes from a loving interest in the world about me. I know I have done better work and have been a truer man for it.

EDWARD G. HOWE.

Tracy, Ill.

THE SHEPHERD OF THE STARS.

Who has the blithest lambkins ?

The golden moon, say I

His home beyond yon tree-tops,

His pastures, deep blue sky.

At night when forth he cometh

And dreams all else do fill

His mellow light he poureth

Thro' skies serenely still.

He herds his flocks so fleecy

Upon these boundless meads.

'Tis stars, so white and brilliant,

This heavenly shepherd leads.

Nor do they crowd each other,

But mildly, there afar,

Like sister and like brother

Star beams lovingly on star.

When to the sky I'm gazing

A wish comes e'er to me

That we might be as friendly

As seem these sheep to be.

—*Translated from the German, by K. G.*

CHARLES PRATT AND HIS LIFE-WORK.

THE time has come for us to know better the men and women who have planted our great institutions. When the personality of their originator has become so swallowed up in the successful embodiment of his thought that we see only the results, and the name stands rather for the work than for the man, then we can well afford to turn to the individual himself, his aspirations and labors, in order to realize the clear thought and strong endeavor he has put forth.

BIOGRAPHY.

Charles Pratt was born October 2, 1830, at Watertown, Mass. His first real experience with life was at the age of ten years, when he left home to work on a farm. This was followed by a clerkship in Boston, and an apprenticeship to a machinist at Newton. His early life was full of hard experiences. While at his work, he boarded himself at one dollar a week, cooking his own meals and rising at four or five o'clock in the morning to study.

The four maxims of his life might be summed up as follows:—vigorous health; temperate habits; industry and thrift; honesty.

Even as a boy he showed the traits which were the making of his character. Every moment of his time was occupied in self-development. As his family grew up around him, he felt the need of giving them that training and education which he had lacked in his own lifetime. For that reason, he quite early identified himself with one of the best institutions of the city,—the Adelphi Academy; and was, at the time of his decease, President of the Board of Trustees.

Pratt Institute was founded out of the experience of his own life ;—not that he did not appreciate the work which the preparatory and classical schools were doing,—but that he felt it was inadequate and incomplete. For that reason, the Institute was started, more to supplement than to take the place of existing institutions.

As some one has expressed it, “It is rare to find a man financially able, mentally capable, and morally willing to found, equip, endow, and organize a Pratt Institute.”

His contact with the teachers and students was of the most intimate character ; in fact, his personality filled every one with interest and enthusiasm. The instances are many that show the real vital interest that he took in all his work, and this interest was one of his characteristics. As is placed on his bust, in the General Office, “The giving which counts, is the giving of one’s self ;” this was the keynote of all his charity. He was never a member of any organization or Board, to which he did not give his personal thought and time.

ORGANIZATION AND DEVELOPMENT OF THE INSTITUTE.

The Institute was organized as the result of many years of study on the part of its founder. Unable to fully mature his plans without a concrete and tangible subject to work with, the buildings were built, two instructors engaged, and a class of twelve pupils formed, October 12, 1887. From that as a nucleus, the work of the Institute has developed—department by department ; in fact, it represents a natural and normal growth. It did not start full-fledged, as some institutions claim they can, but was the result of hard thought, time, and much patience. The organization of the Institute is vested in departments ; each department of which has a director, who is responsible for his work, and those under him, to the secretary of the Institute.

The trustees are sons of the founder, and the entire Institute is, so to speak, a family matter. It would be more proper to call the Institute an “Industrial University.”

The buildings and equipment are of the best obtainable ; not showy, but with the object of indicating the kind of work to be done—honest, strong—vigorous. I may say that the influences of the building—in its cleanliness, in its dignity and simplicity—upon the students, have been not the least of the influences that have gone forth from this institution.

AIM AND PURPOSE.

The keynote of the Institute work is the development of individual power in every student and teacher ; not the acquisition of facts, but the growth of mind, body and soul, into a harmonious whole. The development of power can only come by the exercise of the individual faculties and energies of every student. It cannot be pushed in, nor coaxed in—it must be grown in. Every student can develop strength only so far as he exerts his own self—sees his own facts—makes his own judgments—does his own deeds.

The direct object of the Institute is the development of art, science, literature, industry and thrift. This work is accomplished by means of departments, each of which is organized for a special line of work, under special directors and instructors ; and with distinct equipment, studios, laboratories and class-room ; at the same time, the work presents a unified whole—each department supplementing and completing the others.

The kind of work which the Institute is doing is indicated in three divisions—the normal, the educational and the special ; the normal, giving thorough training to teachers, for the duties of preceptorship ; the second, giving an all-round training, from the Kindergarten through the high school ; and the third, training in special lines of industry.

FUTURE DEVELOPMENT AND POSITION.

In the belief that the home is the center from which all good influences must arise, we have been developing the domestic science and Kindergarten work ; the former, including scientific and accurate training for women in all lines

of household and domestic economy—the latter, giving that training in the care and nurture, as well as education of children, which a true mother should possess.

Another development of the work has been along the lines of science and technology, for young men, unable, for any reason, to acquire the training that an engineering or technical school could give; such specialized training as would be obtained through a knowledge of chemistry, physics, electricity, mathematics, strength of materials, machine design—steam. These three departments, together with the work in art, commerce, vocal music; the library and museums; and also the high school and Froebel Academy, constitute the work of the Institute.

In addition to the above named departments, the Institute has done considerable work in what might be called “Institute Extension”: Its co-operation with the Young Men’s Christian Associations of the country, whereby it hopes to furnish an educational secretary, for the development of their work throughout the community; and with the Prang Educational Company, to whom it stands as the official and recognized school. These two outside sources and the library—with its membership of fifteen thousand, and its circulation last year, of one hundred and seventy thousand—together with the numerous lecture courses which are given, compose in some degree, the work which we are trying to do.

The position of the Institute among other institutions, and the general character of its work, will be determined largely by the work which it does. It is filling that place in this new industrial and educational movement which is sweeping not only this country but the rest of the world as well—that movement, where every man is considered a brother to every other—where industry, thrift and honesty are the basis of all fair dealing and of all fair living.

SERMONS TO EVERY-DAY TEACHERS.



LEADING among the qualities essential to a professional teacher, be she Kindergartner or normal instructor, is her so-called carrying power. This quality is frequently spoken of as magnetism peculiar to the person in question. It is more often the result of that person's

implicit conviction, that what he or she says or does is not only right, but imperative.

Among such strongly individualized instructors, who carry power and conviction and life into daily practice, is Miss Josephine C. Locke, supervisor of Form Study and Drawing in the Chicago public schools. Miss Locke is remembered in gratitude by many Kindergartners for the inspiration she has thrown into several departments of their work, by revealing to them the beauties of color, form and historic art. She is now doing the same for the hundreds of teachers of the Chicago public schools, and securing results unattainable by any but illuminated teaching. She is bringing that something with which Kindergartners are imbued, and which makes their work not onerous, but joyous, to the people's teachers. It is already being remarked in educational journals East and West, that the department of drawing and art in the Chicago schools is reaching an elevated standard under the supervision of Miss Locke.

We hope to give from time to time notes taken from her practical instruction to teachers. The following are gleaned from several recent institutes of primary teachers, preparatory to the opening of their fall work. These institutes call together the teachers of a given grade and district for

actual demonstrative work. It is an interesting picture to see from fifty upwards of teachers, gloves and wraps aside, modeling board and clay before them, doing what they expect to help their pupils learn to do. One primary teacher among others said, "This is the first handwork I have done in a long time. It is a relief after so much head work.

The broader art education is doing a double work at present, reconstructing a generation that has matured without its influence, and starting a new generation more truly right. The teachers under Miss Locke's sturdy but scientific as well as artistic training are responding to the high ideals held over them.

NOTES FROM MISS LOCKE'S PUBLIC SCHOOL WORK.

Education must cease to be a painstaking effort, hence encourage all work to be done in the large. Exaggerate the size of the model rather than copy it in miniature. Too close analysis and too much talking over the work in hand destroys the interest. Do away with the much class-room talking, and leave more opportunity for quiet feeling. A universal struggle is going on now, and will for a decade to come, between information and inspiration.

What do we mean by *inspiring* our pupils?

First of all, we mean *interesting* them.

Why are our American people so dull to beauty? Because few of them have been interested, and no one has helped them to see the beauties neighboring them in on all sides. Yet the beautiful buildings on the World's Fair grounds to-day, are a flag to all nations, repudiating the charge made against us as a people of having only mercenary motives and undeveloped taste.

All real art work is suggestive. The true artist transcends what he sees with his eyes, in order to lay hold of the spirit. When working from nature detail must be dropped out as much as possible. To tell much with few lines in drawing, or few strokes in modeling, is the aim of artistic workmanship. Simplicity and largeness go together in strong work.

Our country calls peculiarly for large, free works, and this can be accomplished through seeing nature in her spirit, feeling her truth and not merely reading her facts.

Children are ordained to work wonders. The instinct of personification with the child, is the same as that manifested by the early races,—the instinct which sees God everywhere. The Greek found a god in every tree; he placed a nymph in every stream, a dryad in every wood, and a dolphin in every sea. The child sees the same life and individuality in every wayside thing, which he recognizes in himself.

A scientist has recently said in one of the magazines, "Every atom of matter breathes. Every stone is a living entity, and in proportion as we are alive to nature will she be alive to us."

The most important movement in education is the teaching of friendliness for all *things*. When the human family sees nature and every part of being as living beauty and near unto us, there will be less cruelty, less outsidiness, less hard-heartedness. We must feel for beauty, get right thoughts about nature and then go work them out.

Clay modeling should resemble stone-cutting in its effects more nearly than any other treatment. Stone treated in the rough is always pleasing because it admits of a play of light and shade. The depressions and elevations are important factors in good modeling, as they throw the object into relief through light and shade effects. Finish all modeling from nature in the rough. When we think of elevation and depression, we are really thinking of light and shade. In modeling from the wooden type-forms the work may be left more smooth than from life objects, but never as smooth as in the wooden model itself.

Clay is especially used to teach form, size and relief, and it is not a medium for color. We do not teach clay modeling for the sake of the result but for the development and correct feeling of form.

Use a great plenty of clay, and give each child his own object from which to work. He must feel and see for himself, then work out, model what he sees and feels.

Use the thumbs as a mason does his trowel, to pack, smooth, level, build and draw together the clay.

With children of the first and second primary years place the object in a certain position, that the child may feel the importance of relative positions. The greatest length or diameter line of an object should always be placed right to left, not vertically. The horizontal arrangement pleases the eye and produces better artistic results.

To modeling a leaf against a background outline the form with the thumb on the background, then sight the highest and lowest points for standard of elevation and depression. Always build up the highest portion first.

There are two stages in the process of modeling a leaf: (a) massing the general form or structure; (b) securing the texture or finish.

The history of the structure of a continent is the history of the structure of a leaf, the mountain elevations and valley depressions corresponding to the surface graduations of the leaf.

Stems, stalks and branches should never be modeled as cylinders, but always as the rectangular or square prisms. Do not think veins at all, study the ups and downs of the leaf and the veins will take care of themselves.

There are two things to keep constantly in mind in order to model correctly, first the main characteristic of the leaf, that which makes it a maple, or burdock or geranium; second, that it is a living, growing leaf. The first clearly held in mind will produce a strong, individualized form and structure, while a steady adherence to the second will secure good quality and texture.

In modeling fruit against a background, begin where the fruit and the background meet and work up the general form. Use all strong depressions or elevations as points to direct attention to the character of the model.

There has been a great tendency to model the apple, because it approaches the sphere type. It is too nearly a reproduction of the type and does not compel as much creative force and individual conception of form on the part of the

child, as a more modified fruit. If apples are used as objects for modeling, select those which have broken or irregular surfaces, and give them out to the class in differing positions, viz.: let one model with the stem toward him; another with the blossom pointing to the right, etc. This compels individual seeing.

The art and educational value of all this work is, not to teach the children to see our way, but to discover themselves to themselves. We may select pronounced forms for them, even lead them to feel and see the characteristic points, but each one must reproduce what he sees, in his own way.



MAGNOLIAS—A PANEL IN THE WOMAN'S BUILDING OF THE COLUMBIAN EXPOSITION.

A TYPICAL KINDERGARTEN STORY ANALYZED.

MR. JACK GREENMAN.



HO do you suppose Mr. Jack Greenman is? He's no relative of Jack Frost, that is sure, for whenever Mr. Frost comes to spend the winter, Mr. Greenman goes away. In fact he has never even seen Jack Frost, and perhaps none of our little children have seen him either.

In the Spring when Mr. Jack Frost leaves the country, immediately Mr. Jack Greenman begins to peep out. He is tiny when he first comes, but has an odd little umbrella over his head. He never leaves this little umbrella behind him all summer from the very first day, when he keeps it curled round his head, and hardly peeps from under its folds.

Remember, children, you are to guess who Mr. Jack Greenman is, from what this story tells you about him, so every one must listen.

He is a little country man and is never seen in cities, although his pictures are all about, and sometimes even in brother John's primer.

He is not a farmer, for he does not plant and reap corn and wheat, but he is very apt to be found on farms, standing in the shade, by the side of a little brook or at the foot of a hill.

This queer little man grows in the oddest way; from the time he is very small, he does n't run about like other folks, but is fixed in the ground; and he stands up bravely on one foot as straight and strong as you do on two, nor does he ever get tired from morning till night and all night besides. When the wind blows very hard, he never bends over or lies down, but just sways back and forth a little bit to fit himself to the breeze,—but then, that's fun.

When Mr. Jack Greenman gets his umbrella opened up, and his leg is strong enough to take its all summer stand, he finds it is his business to look out from under his umbrella and sees that things go right in his part of the valley.

Some people try to make out that his umbrella is a little pulpit, that he stands under, but he never preaches sermons, he just does his duty and makes the best of things, never saying a word or complaining. And that is better than preaching sermons.

He holds a very responsible position, for he must keep a sharp lookout, overseeing everything, being the only real tall gentleman among his kind. Sometimes he almost touches the lowest branches of the shrubbery. All the flyers and creepers and climbers in his neighborhood must be watched and helped, and somebody must stand and see that they come back at night, and that there is no crowding nor confusion; for you know, in the woods everything has its place as well as on our cupboard shelves.

Dear little Mr. Jack, how he does have to scamper when the winds whistle some of those sharp, quick whistles. He knows what it all mean. It means some one is coming and that is Jack Frost. But the winds always warn him.

And now let us hear what he does before he leaves. Right in his heart, where the warm summer loves most to creep, and where all the sweets are stored away, right there, grows everything that lasts of Mr. Jack Greenman (and just like every other little Mr. and Miss). And when he is quite out of sight he leaves it behind him as a promise of his coming again, and what do you think it is?

What could it possibly be that could hold all his happiness for a whole summer—have locked in it all the secrets of the birds and bees—and keep every song and drop of dew that has crept under the umbrella. All summer it has been growing inside his little jacket and under his umbrella, and when the warning whistle of the wind comes (sometimes in the very early morning), Jack Greenman furls up his umbrella, and lo! there stands a beautiful cluster of red berries, so shining and bright that you can see them a great way off. And the

strangest thing about it is, he leaves his little leg behind him, that the beautiful berries may be held up from the ground.

Now, children, who do you suppose Jack Greenman is and what does every one call him?

"Jack-in-the-Pulpit," yes, and we love to look at his beautiful berries and let them stand for next year's promise, and if you ever go into the woods after the snow has come, you may see them glistening like a bright fire in the white flakes.

A. H.

Analysis:

The good story-teller loses herself in the narrative and brings forward the child's own experiences as related to the subject treated. In this case the Jack-in-the-Pulpit is handled from two standpoints: in the fact a plant—and a personification. Thus the story is built without either incident or climax, which are usually considered necessary to the dramatic effect, and are often carried into extremes. The *deed* of which the story treats should be its dramatic power, rather than the descriptive fire or gesture of the person who tells it. The latter are accompaniments to the former. Jack is pictured as keeping his own place in a permanent truthful way, and bearing the fruition of so doing in his beautiful ripening. It should never be necessary to point the moral with which a story is imbued.

ROCK-A-BYE.

Rock-a-bye baby, go to sleep,
Mother a lonely watch must keep;
The wind is wild in the chestnut trees,
Father is sailing over the seas.

His boat is his cradle, the waves rock-a-bye,
The deck is his pillow, his curtains the sky,
The stars are his candles—safe watch may they keep,
God love him, and guard him and send him sweet sleep.

MARY F. BUTTS.

Booth Bay Harbor, Me.

KINDERGARTEN AND PUBLIC SCHOOL.

II.

NATURE AS THE BASIS OF THE FROEBEL SCHOOL.



KINDERGARTEN training is the need of our age, as it was at the time when Froebel delivered his ardent appeals for a reform in Education. And our schoolmen seem to know it, as appears in the favorable disposition of many school boards towards the admission of the Kindergarten as a preparatory institution for the grammar school.

The time has arrived, therefore, when we ought to try to find a method securing an organic connection between Kindergarten and school in addition to the external combination. Has not Froebel himself, in his writings and doings, left some instructions by which that method may be found? Let us see.

The schools which Froebel managed were all located in the country, under conditions somewhat similar to those of the common country schools in the States. Keilhau, where he kept school the longest, is a small hamlet located in a narrow valley in the Thuringian Forest, which forms the central region of Germany. The population of Keilhau consists of small farmers, kitchen-gardeners, and wood-cutters. Their lives drag along as quietly and uneventfully as that of any American farmer, the conditions of existence being similar to those in our own country towns, as far as the differences between the life and doings of the Old World and the New will allow.

The inference is clear, that the teacher of an American country school has a good chance to find in Froebel's method of studying nature guidance for the management of his own school. It may not be so easy for schools in a large city to adopt the same guidance. But it must not be considered impossible. City life offers many peculiar traits of nature that can be made available in education. And to be able to use them, the teacher need only understand the principle upon which to proceed, in order to apply it to the occurrences supplied by the environments of her school.

Froebel used to emphasize the necessity of giving attention to the seasons of the year in educational work. The great aim to be held in view by educators was, he said, that man should grow in sympathy with nature, that he should develop a lively feeling of being in union with nature, that he should have the harmonious feeling of being a part of nature, supported by her and bound to do his reciprocal duty in supporting her progress to the extent of his ability. For it is nature, he said, in which man lives and moves and has his being.

In order to accomplish this end of developing man to live in harmonious union with nature, the educator ought to keep his pupil in touch with nature all the time, and to take care that the touch be a truly intelligent one. This cannot be done to a sufficient extent without keeping a permanent careful watch over the vicissitudes of the seasons, which are the life of nature, and over the products and phenomena connected with the seasons.

This end Froebel tried to accomplish at Keilhau, mainly through frequent walks and work and exercise in the open air. Whenever the weather would permit, the day opened with a walk of the pupils attended by a teacher. During the walk they would study the weather, observe the progress of vegetation, and gather flowers, stones, insects and other living things, etc. All these objects and observations offered material for work, discussion and study.

Let us look at the different material separately. To commence with the weather, its observation may be made very

simple, or more elaborate. We may notice the sky only, whether it is clear or cloudy or foggy, and how the wind blows, whether it is warm or cool. We may more elaborately observe temperature and humidity; direction and force of wind; the form, height, movement, etc., of clouds and so on. Such observations growing more elaborate with the increasing age of pupils, will accustom children to observe and comprehend atmospheric conditions and enable them, in time, to make an intelligent forecast of the weather. In the higher grades, where these observations can be assisted by readings of the barometer, thermometer, hygrometer, etc., the conclusions will be more reliable. But without such artificial helps, the observations of nature by themselves can be rendered so perfect by practice as to be pretty safe guides.

As regards the observations of the progress of vegetation in the seasons, they are least interesting, but not least instructive, in fall, when most people think they can see nothing but remnants of summer growth decaying and falling off. At this season, however, the labors of tillage and sowing the seeds of winter-grains should be observed and studied. A good many fruits, either useful to man or not, can be observed, gathered and studied. The leaves are at this season in the best condition for study. Hard and dry as they are, their form and anatomy are easily observed. Their nets of ribs are hard and can be readily separated from the softer or leafy parts. Drawing these nets from nature will give the pupil a thorough practical knowledge of their shapes, and he will be pleased to notice and define the similarity between the anatomy and shape of a leaf, and the anatomy and shape of the tree or shrub on which it grows. An observant study like this will impart a deal of valuable knowledge. But what is more important, it will arouse and develop a habit of careful and intelligent observation of the world, which is the basis of sound and independent thought.

During the fall season many curious circumstances of animal life must be observed. The migrations of birds, the winter rest of insects, toads, etc., and the change of fur and feather of beast and bird. These preparations of animals for

the cold season ought to be compared to the preparations which man makes for the same purpose. Such comparisons will realize the Froebelian idea of the unity of life, *i. e.*, the idea that man is part of nature, subject to its laws like any other creature. The manner of communicating such an idea, depends upon the age of the pupil. Very young children take it in most easily and permanently, if communicated purely sympathetically, which may be done by comparing animal conditions with those of childhood, calling the cocoon the insect's "bed and blanket," the winter coverings of dog, horse or bird, "their winter overcoats," and so on. The mode of explanation has, of course, to be adapted to the age of the pupil whose wants and capacities in that line readily manifest themselves.

In winter there are yet fewer objects of observation to be found in nature. But there are some. Mosses and lichens can be found at all times, even when the ground is covered with snow, and many of them assume their greatest beauty at this season. The dry leaves of the oak withstand the cold and storms of winter and cling to their boughs until fresh buds in spring compel them to drop off. Evergreen plants must be noticed, particularly pines and firs. If there is such a tree in the surroundings of the schoolhouse, let it be observed and studied by the pupils before any heavy snowfalls occur. On a day soon after a snow-storm let the teacher take her school to look at the tree again. For surely, such a tapering pine covered with snow and having the appearance of a pyramid built of spotless white, is one of the most fascinating sights in nature, more especially so when the rays of a bright winterly sun make the snow and icicles on it glisten like millions of diamonds.

The birds and animals that remain with us in winter, ought not to be forgotten. Among them I would mention that winged tramp, the sparrow. If the valiant little pest must be exterminated, let the cruel business be done by adult people. But do not suffer the mind of innocent youth to be vitiated and poisoned by cruelly persecuting and destroying little birds, or any living thing, including plants. Froebel

had a remarkably placid temper in dealing with his pupils, and I do not remember having read of a case of anger on his part except when he found a portion of a plant destroyed without any sensible object. Then he was truly indignant as if the crippling and destroying of plants had been as wicked a deed as the wanton destruction of animal life. And no doubt, deeds of destruction and cruelty in early childhood cannot fail to accustom the child to cruelty and indifference to the destruction of any life, including the life of man. The child that will go out to kill sparrows in order to get a few cents awarded by law for such a deed, will most likely grow to be a cruel and selfish man, devoid of sympathy and social virtue, and callous to the verge of criminality.

The study of the progress of vegetation during the months of February, March and April must be directed to the development of buds, their shape and coverings, their gradual increase in size producing a change of appearance ; further, to the changing color of the bark of trees ; to mosses and the few plants that sprout very early. Connected with these observations may be an interesting course of study of the development of insect life on the bark.

It would seem hardly necessary to give instructions on the study of the progress of vegetation in spring and summer. A careful observation of nature day after day will show a teacher how to proceed most naturally. Or, at this season the teacher can hardly do better than follow the lead of her pupils. Let every child gather and bring to school whatever he may be prompted to have and submit. Explanations do not require great learning, as they need not be scholarly or elaborate except with the oldest pupils, who must be attended to separately. If too many different objects are gathered, a few words of instruction as to what is the most striking flower of the season, or which objects are the most desirable, will generally suffice to check too great a plenty.

The method of studying nature in this way must vary according to the ages of the pupils. For the youngest, the chief point is to make the objects considered as impressive as possible without any scientific digressions. Older pupils

should be directed to determine and classify plants and stones. They may make regular observations of barometer, thermometer, hygrometer, etc., which the younger pupils must hardly know by name.

The question, at what age a pupil ought to do this or that, or to follow certain lines of study, cannot be answered by giving certain numbers of years of life. Be guided by what the pupils are well disposed to study. Unless their minds are sufficiently advanced to assimilate a matter of instruction, the study will be no benefit to them, but rather the contrary. The only reliable test of their ability, is the manner in which they take to a study. Any knowledge that shall benefit them, they must take up with a pleasurable interest. Whatsoever may be said concerning the value of this rule with regard to abstract knowledge or book studies, the principle is undisputed as regards the study of natural phenomena. All young people are naturally predisposed to observe and study nature, and will take to any such studies with pleasure if the manner of teaching corresponds to the point which their mental development has reached.

This much must suffice regarding the extent of the study of nature pursued by Froebel in his schools. The statement is not exhaustive, of course, but shows the aim held in view, which was the development of a deep and helpful sympathy with nature. Froebel himself lived in a profound love and sympathy with nature and never wearied trying to impart it to others. He would take his pupils on long walks at every time of the year, and understood how to use every event to impart useful knowledge and point out the beauty which his eye saw in every natural object. Even so apparently barren an object as a naked rock would inspire him to descant on the beauties of stratification and crystallization; snowflakes were made to show the regularity of the star of six rays, which is the form in which water crystallizes as snow, and which is also seen in ice-figures on window panes. In woods and fields Froebel would point out the beautiful combination of sunlight and shade, and the coloring of tree-tops in sunshine. Most of all he loved the sun. He never missed seeing the sun set. if

his time and the weather permitted, and he frequently took his pupils and friends through the dampness and darkness of early morning to see the sun rise. Whenever the weather permitted, he would teach his normal classes in the open air, under the shadow of a tree, where nature inspired him to deliver many an oration upon the beauty of nature, the harmony of all creation, the unfathomable goodness of God, and the right way to educate man to be in union, *i. e.*, in perfect conscious harmony with the universe.

These hints regarding the manner in which Froebel used the opportunities which his natural environments offered, for teaching his pupils, are not intended to be a definite rule of proceeding but merely to offer suggestions concerning the manner of making nature the foundation of education at school as it ought to be at home. What has been said, shows how Froebel adapted himself to his surroundings. It can serve as a model for such object-lessons as the local environments of a school may suggest or demand and be able to support.

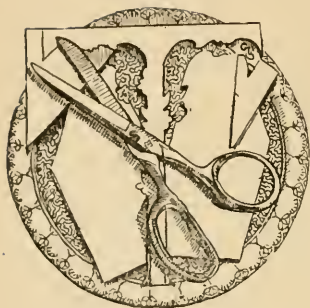
No real disciple of Froebel, that is to say, nobody who has fully understood and internally realized the principle of the system of Froebel, would yield unthinkingly, *i. e.*, slavish obedience to the rules and directions of anybody, of Froebel as little as of any one else. And I wish that the manner of studying, as above described, should be received under the same restriction. It is, no doubt, teeming with suggestions to him who loves and understands something of nature and life, and knows how to incite his pupils to follow after natural phenomena and data of life in an intelligent manner. Suggestiveness is all to be expected from general information. Application to particular circumstances must be made by every student himself.

Nevertheless it may be possible to show a way how to apply the above information to particular kinds of schools. An attempt to do this, shall be made in the next number of the KINDERGARTEN MAGAZINE. The plan will be to show the Froebelian way of studying and teaching nature, as the starting-point and foundation of all education, and how it can be applied to American country schools.

A. H. HEINEMANN.

FOLDING AND CUTTING.

A NEW SCHEME OUTLINED.



EACHING in the drawing departments of primary schools in the past few years has shown me the great difficulty in getting children to draw geometric figures mechanically.

The method seemed so complicated, that it was no sooner learned than forgotten. Frequently, to my chagrin, I would

find the children unable to repeat, independently, the exercise on the following day.

I concluded, either I must be a very poor teacher, or I was using a very poor method. Of course I could not believe the former, so my indignation fell on the latter and I determined to find some method which would simplify this work.

In drawing I could get any regular geometric figure, by dividing the circumference of a circle into as many equal parts as there are sides to the required figure and connecting the points of division; all the divisions being mechanical except fifths and sevenths which must be freehand. For fourths and eighths I simply bisected, and for thirds I found the diameter would measure itself just three times, while the radius or half diameter would give me six equal divisions.

This was not satisfactory, as it required the construction of the circle, before the figure could be drawn, which was not always convenient.

My attention was next directed to paper-folding and cutting, making my first experiments on the circle, folding it into fourths, eighths and sixths with little difficulty.

I then saw that the circle was divided by means of lines radiating from the center and making equal angles at the center.

Why could this not be done to the square?

I had learned to make many stars and rosettes in parts of four and to fold the equilateral triangle, from the Prang system of drawing. The Kindergarten taught me to fold a hexagon, but it was a complicated method and did not answer my purpose.

After some study, and many experiments, I found I could divide the center of the square, by radiating lines, into as many equal parts or angles as I desired, and this I found to be the principle underlying the construction or making of all regular geometric figures.

Many exercises having four repeats, have been done very generally, but in order to give a sequence I will use one.

PARTS OF FOUR.

Fold 1-2, on 3-4, as in Fig. 1, making Fig. 2.



Fig. 1



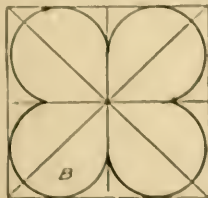
Fig. 2



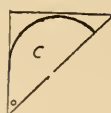
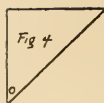
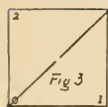
Fig. 3

In Fig. 3 I have four thicknesses of paper, and any unit of design drawn, on the upper one, and cut

through the fold, will give an arrangement of four repeats radiating from the center as *A* giving *B*, but in order to

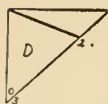


make the method still more mechanical and accurately balanced, I fold Fig. 3 again as folding 1 on 2 giving Fig. 4 and draw on it only half of the repeat, as *C*. The fold should always be held by the



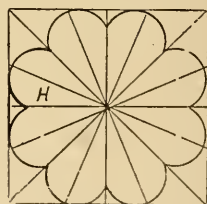
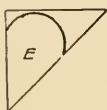
left hand at point *o*, the center of the original square, while cutting, otherwise the design may consist of four separate parts instead of one complete whole.

PARTS OF EIGHT.



For the octagon, I make one cut on the fold having eight thicknesses of paper, or divisions, as *D*. Points 1 and 2 must be equidistant from 3.

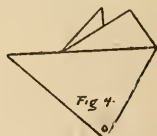
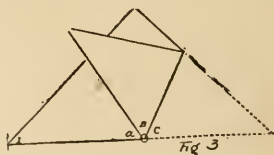
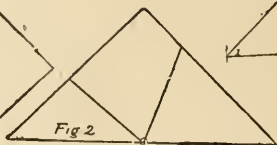
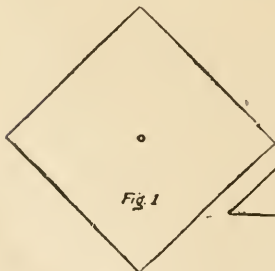
For a rosette having eight repeats, I can draw the entire repeat on Fig. 4 as *E*, or fold Fig. 4 again, as *F*, giving me



sixteen divisions, and by cutting only half of the repeat I get sixteen halves or eight units, as *G* giving *H*.

PARTS OF THREE.

For any arrangement having three or six repeats, I fold from corner to corner as in the following :



In Fig. 3 the three angles centered at *o*, must be equal.

If the fold of Fig. 3 is true, the edges in Fig. 4 will meet on both sides.

Fig. 4 has six thicknesses of paper, and in design having three repeats, I cut only half of the repeat.

For the equilateral triangle, I cut from 1 to 2 as in *I*, making the line 1-2 perpendicular to 3-4, and for the rosette



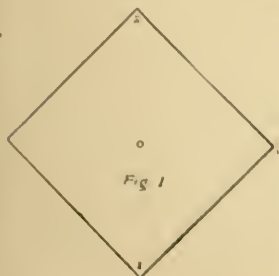
of three repeats, I again cut only half the repeat as in *J* giving *K*.

For the hexagon I cut from 1 to 2 as in *L*, but for a rosette



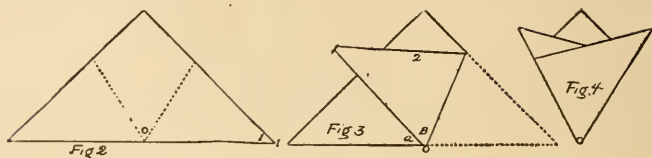
having six repeats, I fold again, making a division of twelve parts as in *M* giving *N*.

PARTS OF FIVE.



For arrangements of five parts, I fold 1 on 2, as in the following: For Fig. 3, I fold 1 on 2, so that the angle at *a*, will be only half the size of the angle at *b*. For Fig. 4, fold the angle *a* under the fold, giving a fold of two and a half thickness of paper.

For the pentagon I cut from 1 to 2 as in *O*. Points 1 and



2 must be equally distant from 3. For the rosette having



five repeats, I fold again, giving ten thicknesses of paper, and cut only half of the repeat as in *P*, giving *Q*.

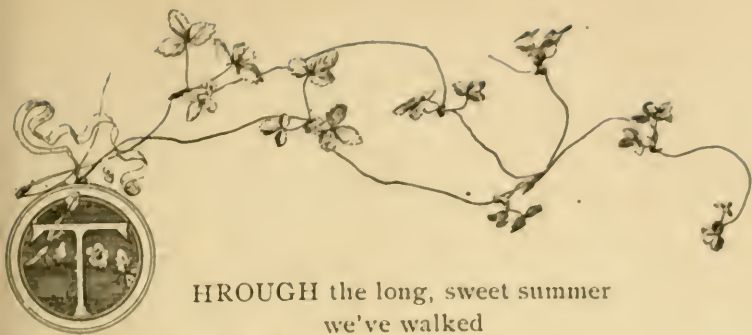
In the above I have given the same repeat in arrangements of parts of three, four, five, six and eight, hoping that I may have covered the ground sufficiently to give the reader an idea of the principle involved. Any one desiring further knowledge of the subject can find it in my little manual, "A Series of Foldings and Cuttings, adapted to Kindergarten and Public Schools," published by the Prang Educational Co.

This manual contains general suggestions for folding, cutting and pasting and simple design, together with a method of presenting it to the school.

In the illustrations are to be found the regular geometric figures, stars and rosettes in parts of three, four, five, six, seven, eight and nine, also crosses and borders, which have been especially prepared for the benefit of teachers.

I trust the few hints I have given in this article may prove to be useful and be the means of giving a new impetus to form study and design.

KATHERINE M. BALL.



THROUGH the long, sweet summer
we've walked
With lifted hearts ;
With reverent palms the flowers
we've touched,—
And, lips apart,—
To drink in deep their secrets
of perfume,—
We've hand in hand conversed
of bee and bloom.
And so adown the vista of the
season sweet,
We've trod, and learned her secrets
to repeat.

Into the glowing chill of
autumn-tide—
With living heart—
Each flower we've shorn the
season of
Must bear its part ;
Each pearl of dew remembered
in its prime
Must rest still fresh within the
flower's rime ;
Each seed of prophecy must be
fulfilled,
Though summer's wealth and life-
blood needs be spilled.

ANDREA HOFER.

EDITORIAL NOTES.

A PROMINENT Chicago educationist said this week, "I begin to think I will have to study Kindergarten in order to know my own business."

THE KINDERGARTEN ceases more and more to be a philanthropy that goes begging from door to door that it may gain admittance. Kindergartners are no longer obliged to work for a nominal salary, under the notion of its being "love labor," and therefore its own reward. Mission Kindergartens are being fitted out more and more as legitimate schools should be, and not run on the painfully economical plan which has sometimes been called the doing of good works. Kindergarten Training Schools are raising their standards, expanding their curriculums, and placing a corresponding money price upon the advantages offered. As a result Kindergartners are refusing inadequate recompense and demanding professional salaries. This tendency may in some cases go to an extreme which is anything but healthy or honorable, but in the main, is righteous. Froebel plainly teaches the truth which is embodied in compensation, in his "Mother-Play of the Target," showing how money is but a corresponding value received for the energy and good will put into a piece of work.

One penny pays for the frame of wood ;
One penny pays for the nice, smooth board ;
One penny pays for the work about,—
Who can not pay,—must go without.

BECAUSE of the systematically arranged sequence of Kindergarten materials and the step by step logic of its theory,

some fall into an unfortunate tendency of holding back the child that he may develop along this straight line of the teacher's logic. An eminent English psychologist has said : " You cannot present the world piecemeal to the child, object after object, in strictly logical order." One educationist objected to little children visiting a wood or forest because the different sorts of trees were all jumbled together, instead of being scientifically classed and arranged as they would be in a botanical garden. The child, however, must take the world as he finds it. Impressions come crowding in upon him in such numbers that he has no time at first for paying minute attention to any one. In truth, so massed and grouped are his impressions that the outer world presents itself to him as a whole." These *wholesome* impressions are what the Kindergarten is working toward in her effort of building up step by step, but she must give heed not to lose herself or the child in any one step lest it be mistaken for the whole.

It is the intention of the editors of the KINDERGARTEN MAGAZINE to keep its policy and purpose clearly before its readers. We are pleased to quote a paragraph from a recent letter, from Mr. Henry Sabin, as it shows that the spirit of our intention has been read by representatives in the profession. Mr. Sabin is ex-superintendent of public instruction for the State of Iowa and is at present editor of two energetic educational papers, *Iowa School Journal* and *The Country School*. Mr. Sabin is one of the new school patrons, who believes in turning the whole force of progressive thought into the old channels and by so doing invigorate the whole educational system. We quote the following from his letter : " The magazine came to-day. It is ' a thing of beauty and an everlasting joy.' I hail it as a departure. It is not in the ruts ; it will give teachers something to think about, it is not filled with the everlasting drivel, ' How shall I teach this and that and the other ? ' We want the Kindergarten *spirit* in our common schools."

WHEREVER the Kindergarten takes root in a community it revives the musical feeling among not only the little folks, but in the home circle as well. This is a factor, which unquestionably makes unto righteousness and follows in the wakes of the education which claims man's first and most important duty to be a knowledge of himself, his home and his God. Also the development of art studies in connection with public instruction, is an effect of the revival of true education. Music and art are not to be mastered from the material standpoint of self-culture, but are necessary avenues of expression which urge themselves upon every awakened mind. It is of the greatest importance that the modern teacher possess herself of the art sense, the musical feeling, even though she be neither artist nor musician, in the commonly accepted meaning of these terms. These are not means to, so much as completion itself.

KINDERGARTNERS are heard to talk less about Kindergarten and more about Froebel ; in other words they are studying deeper into the originator and his logic and less into their own ideas of what the Kindergarten is or is not. Many instructors take up a regular and systematic study of Froebel's Mother-Play Book and make it the basis of their practical application. Others are studying psychologists at large and then adapt the general principles by them set forth to the daily work. Froebel embodies the general laws of so-called psychology in his Mother's Book, and does so in a simple, sympathetic way, which appeals to all students of human nature. Young Kindergartners are heard to discuss psychology in a general way, holding it far off as a line of study, apart from daily comprehension. This kind of study will never reveal *child*. Froebel begins with the child and childish things and in the presence of his pupil student, deduces the laws of natural, logical, true mental phenomena. It takes a loving, sympathetic nature to see into the child's thought-world, not an analyst, who, with preconceived notions and laws looks for what he thinks he should find there. Froebel was a psychologist of the Kindergarten, not of the text-book type.



PRACTICE WORK.

A YOUNG Kindergartner said in an emphatic manner, recently: "I think the first weeks of Kindergarten are very hard, because the children won't listen to stories or talks."

The Kindergarten talk or story-telling, is really the art of the work, and appreciation for this part of the program must often be developed in the child. Having a pretty thought and expressing it in pretty language often fails to interest the children. Why is it? The children are left out. As Kindergartners we develop a fancy alive to every bit of detail and symbolic word picture. We expect the same of the child, and find him interested. The stories told in the early part of the Kindergarten should be very simply worded, each sentence carrying a picture to the child—and that a picture of something familiar and graphic. As it demands a finer sense of beauty to admire the golden-rod above the sunflower, so the mature person finds greater satisfaction in fineness of detail than the child. The story should never be "long-winded" or aimless. If the Kindergartner tells it for a purpose, she will group her thought to produce the right and strong impression. If she is simply filling time because it is the hour for story-telling, she will find both herself and the children uneasy. I once heard of a Mission Kindergarten in which for a whole year no story was told, because the Kindergartner was afraid of losing control of the children by so doing. Again I have heard the children themselves telling the story in turns each Friday morning, and originating, repeating and modifying each according to his idea of a story. The Kindergartner sat back and listened as eagerly as the children, perhaps not so much to the story, as to what the telling revealed of the inner thought of her children. When

a mother or teacher feels the force of her effort is waning, let her put herself in the child's place, then tell her story to meet that condition.

Conversational discourses are not childlike. It takes a peculiarly cultured adult to enjoy the art of conversation. Stories must be clear and dramatic and childlike, then there will be no lack of interest on the part of the children.—*K. G.*

THE preference which children show for sewing, over all other occupations in the Kindergarten is universally noticed. Many Kindergartners themselves design the first cards for the little ones, and also those for all special work. The so-called "school of sewing" has been found unsatisfactory for the first work, and is no longer followed by wide-awake Kindergartners, who can design their own sequence of work. The "school" of sewing as taught by training schools, is not practicable for immediate use with baby beginners, because of its short, complicated lines. First work should be large, free and simple; if the outline of the ball is given in circles, these should be larger than the ball and perforated at considerable distance. The child is not yet discriminating size, but form is being impressed. It is an excellent plan to perforate in the presence of the youngest children—one hole at a time as they are ready for the next stitch. The reason children so often sew over into the middle of the disk outlined by the circle, is that they seek to find the surface, which satisfies them better than the mere outline. It has been suggested that a circle made up of radiating lines be given them early in their work, of course as a life-form to illustrate the topic under consideration—as a wheel, window, etc.

The straight lines should be given in full length of the card at first, either vertical or horizontal, and not in repeated rows on the same card. It is of great importance that the first work given out for the children to do be clear and easy. This avoids all discouragement and impatience which naturally arises when too many difficulties are presented. No such feelings should be allowed to become associated with any work.

THE room decorations of the Kindergarten reveal to a great measure, the taste of the Kindergarten. At this season the walls are apt to be quite bare, awaiting the accumulating wealth of the year's history. What do you like best to have in your room at the opening of the year? Grasses, ferns, grains,—some grain in the full stalk, corn and a few bird pictures. Objects from nature are more appropriate ornaments to the living school-room, than the handwork, however attractive that be.—C.

SCIENCE QUESTIONS FOR OCTOBER.

- Do birds sing much nowadays?
Are they nesting and laying egg?
Do they seem inclined to flock together?
Have any disappeared?
What are squirrels and chipmunks busy about?
What are the bees doing?
Can you guess why?
Is there anything which *sings* nowadays? (crickets, etc.)
Is the hair of cows, horses and sheep growing thicker or coming out?
How about the feathers on the hens legs?
How do house-flies behave on cool mornings?
Are dragon-flies about?
Are the leaves changing color?
What color comes *first* on the maple? What next? What last?
The green of the red oak becomes — ? Then?
What other bright colors do we see in trees and plants? (fruits.)
What flowers are most abundant?
Do leaves and fruits seem to break off more easily now they are ripe?
Are the days growing longer or shorter?
Do the noon shadows on the floor creep farther into the room or toward the window? (Mark it and watch).
Is the dew heavy or light? What shape are the drops?

On which side of things does it gather ?

Notice and then let the teacher write a list of things it gathers *on* and another list of these *free* from it.

Which list has the most things which would take fire ?

Which the most earthy and metallic things ?—*E. G. Howe.*

A PLAN FOR FALL STORIES.

The thought uppermost in my plan for early fall work is that of family and home life. The stories are to give the child clear pictures of the ideal home life and to develop the right feeling for and attitude toward the family relation, also to bring him into sympathetic relation with *all life* about him, in seeing the unity of endeavor in the home. From this I will lead on into the Thanksgiving work.

Beginning with the story of *The Birthday*, the children are introduced to a boy who on the great occasion of his birthday makes every one about him happy, while sister is helping make the birthday cake and mother and father are contributing their share. At evening all gather together and talk over what had been done and said, emphasizing the spirit of mutual helpfulness and how much it contributes to the joy of all the family. Loving thought culminates in doing.

Turning the child's thought again from his own to other homes, we give the story of the *Robin's Home* in the maple tree; then to the flower families and the *Good-bye Party* of the birds and flowers as they take their farewell after their happy summer. Then follows the story of the *Anxious Leaf*, the *Sheep Family* and the *Squirrel's Home*. Each of these nature stories give other pictures of the unity of family life and bring the children close to all life in nature about them, leading them not merely into keen observation of the season and surroundings but to a sympathetic understanding of all its life and beauty. Each of these little stories is closely connected with and illustrative of the thought in Froebel's Mother-Play Songs. As the stories are worked out by the children, I shall give them the Mother-Play Book, and let them pore over the pictures which correspond to the

thought, to their heart's content. The simplicity and naturalness of the life portrayed in these pictures attracts them involuntarily.

Each succeeding story is linked to the first leading thought, "the light of unity shining through" the entire series. This connection precludes the indefinite ideas which are too often put into so-called stories for children.—*Anna Littell, Buffalo.*

THE LITTLE ASTER'S SERVICE.

A gay little aster
Was bloss'ning one day,
Near a rock by the roadside,
Just over the way.

Her dress was of purple,
The most royal hue ;
And she wore for a ball-dress
A chiffon of dew.

" Pray tell me my aster
Of what use are you ? "
Not a word did she answer—
I don't think she knew !

But light grew sad hearts
As she looked up and smiled
And I thought " That's the duty
Of blossom or child ! "

Be gay and contented,
And once in a while,
Don't forget little children,
To look up and smile !

—*Hattie Louise Jerome, Worcester, Mass.*



EVERY DAY IN THE WEEK.

When first opening our Kindergarten in the Fall, how difficult we often find it to get on conversational terms with our children, or to receive from them intelligent answers to our questions. I wonder if a reason could be found in the fact that we have such well regulated plans of our own, which we are anxious to follow out, in the bees or squirrels, or some other subject unfamiliar to the children, by which we are trying to force their attention to our way of thinking, rather than work with what is uppermost in their thoughts.

Let us take a subject that already interests them and leave our plans until a further acquaintance with the children permits of them. We would first direct the attention to the *home* which the child has so recently left, and where all his past has been experienced—where mamma, no matter what kind of a mother, is still mamma—his home—where so many times he has sat on the floor and played in the water dripping from the tubs; where he has crawled into the clothes-basket to be landed vigorously elsewhere; or where he has been so nearly choked with dust during sweeping time. These are our children's everyday experiences, and it is through this knowledge we can come very near to their home-life, and have them feel that the Kindergarten is home and the teachers and children a part of the family.

Ask them who brought them to Kindergarten? Who prepared them to come? Who will be waiting to hear if they have been good children? and the answer is, Mamma! mamma! mamma! It is this mamma we want to help, and help through her child—to make each worthy of the other, and the family life one of harmony and love.

The trades with which we so zealously work during the year, concern the fathers. The constant work in the home, such as the washing, ironing, baking, sweeping is the mother's, not so attractive perhaps, on account of its familiarity, but always necessary to the completion and comfort of the family life.

In every way possible, through song, game, picture and story we would endeavor to strengthen the ties of affection that bind the family together.

Following this general outline we will take the days of the week, with the especial work assigned to each day—trying to have no "Blue Mondays" or blue other days, but a cheerful, happy, busy week.

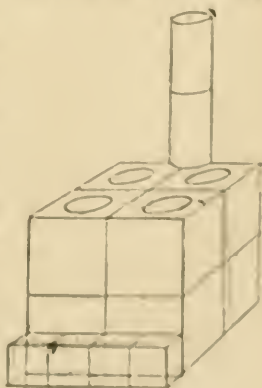
Monday :

As the *weather* forms so important a part in the success of Monday's work, encourage the children to tell, if it is a dry or wet, cloudy or bright, windy or still day, and which would be best for mamma's clothes, out on the line?

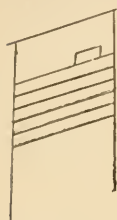
Let us sing about all the mammas who are so busily working at home for us : (" This is the mother so good and dear.") When Monday comes she has so many things to get ready for the washing.

Who can tell me some of them? The stove, tubs, wringers, soap, clothes-pins, and so on, the children naming until they have exhausted the list. They may draw some of these on the board if convenient, or the teacher might draw them as the articles are mentioned.

By this time they will be thoroughly interested and anxious to show at your suggestions, how mamma rubs on the board, wrings out the clothes, shakes them out ready to hang on the line. While Miss Poulsson's " Monday Song," with the suggestive little accompaniment by Mr. Chapek is being



played on the piano, let all the children take part in these gymnastics, following the chorus leaders.



hang your
a whole
imagina-

With
with pipe,
beads.

stoves,

can be constructed.

crayoning and cut-
backyard scenes,

can be designed
with clay, making

clothes-pins, tubs, etc. With different
length sticks make tub and board, with
the addition of a half ring for a handle
to the pail, and a pease-work clothes-
bar, all of which will be very satisfac-
tory, as no one would mistake them for
other than they are.

When the children are actually
allowed to wash pieces of cloth in the
little tin pans and hang them on a string across the window
in the sunshine their joy is complete for the time.

They might mix bluing-water also by adding blue paint to
water and trying their pieces to get the right shade. The
group work, in which each child at the table represents parts
of Monday's work, will complete the picture.

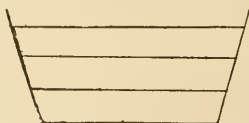
After such a homespun experience in the Kindergarten,

The table work is easily suited to all grades.
Beginning with the little ones, plan a direction
lesson, using the balls as if clothes on the line
were blown about by the wind, backward and
forward, round and round. Think of the wonder-
ful possibilities of the Second Gift, on wash day!

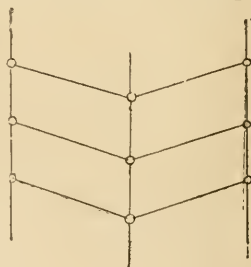
There are stoves, benches, pails, wringers, a line to
clothes on, a complete range or
kitchen, however the child's fertile
tion may picture it.



the Third Gift a solid little stove
fender and kettle made of Hailmann
With Fourth and Fifth Gifts more
washing-benches and stationary tubs



Drawing, painting
ting of clothes,
wash day articles
and form lessons
bars of soap,



when the children will go home to the tired mothers, will it lighten their labors any, I wonder, to hear what a happy time they have had ; to hear, " This is the mother so good and dear " ?

Who knows but what next Monday it may be the mother who is singing,

" Washing day is here again,
Get the wash-tubs ready—
Put them on the washing bench
See that they are steady."

—*Mary E. Ely, Chicago Free Association.*



THE CHESTNUT BOYS.

Two wee chestnut boys,
In jackets of white,
Both lived in a home,
Without any light.
Kind wind and warm sun,
Both helped at tree-town,
To make for these boys
Twin jackets of brown.
And with nimble Jack Frost,
As still as a mouse,
They opened the doors
Of the chestnut boys' house.
" Good-bye," called the tree,
And the nuts with a whirl,
Both fell at the feet
Of a dear little girl.

—*Sopha S. Bixby, Norwich, N. Y.*

A STORY OF MR. BUZZ—THE BEE.



One day Mr. Farmer decided to set up a new bee-hive in his garden ; so he and his son, Henry, a little boy with big black eyes and red cheeks, took a walk and visited Mr. Carpenter, who worked all day in his shop with nails, hammers and boards as merry and jolly as he could be.

Mr. Carpenter promised to make the hive out of nice pine wood, and said that it would be ready for use in three days. Papa Farmer and Henry drove over for it, paid and thanked Mr. Carpenter and brought it home one lovely day in the first month of summer, when the little baby June wind kissed the clover blossoms and asked them if he could n't carry some of their sweetness away with him as he sang his song to the trees and flew over the meadows ? The clovers nodded their heads and gave him all that he wished. When the farmer and his little boy reached home they put down the new hive in a safe spot, and went near the old hive and listened. They heard all the bees talking in a most excited manner. The buzzing and humming grew very loud, then suddenly out of the hive flew a bee, Mr. Buzz, and went as fast as his wings could carry him toward a locust tree. Before the farmer could count three, out flew a whole crowd of bees and in the midst of a group of fine lively fellows flew the Queen Bee. She looked very grand as she gracefully flew along dressed in her robe of shining dark green, her wings glistening with all the colors of the rainbow. "Stop," she said proudly, "wherever you see my faithful Buzz, do so." When the bees spied Mr. Buzz flying about the locust tree they all flew toward him and very soon the whole swarm were swaying back and forth on the branch of the tree. This was Mr. Farmer's chance, calling quickly to Henry they together picked up the fine new hive. Then Mr. Farmer held the hive up over the bees and then clapped it down in a minute over the Queen and all her subjects. Such a humming and buzzing as followed the Queen's subjects trying to find her in the confusion, for you must know that bees love their Queen

very much and take the best of care of her. Suddenly there was silence in the hive, the Queen was speaking and the bees stood with bowed heads to hear what she had to say. "Where is Buzz?" she said. "Here, most gracious mistress," and Mr. Buzz walked out from the midst of the bees and bowed very low three times. Bees are very polite and Buzz was the Queen's page and always did her errands and when in the hive he stood beside her throne. The Queen waved her wings and then said, "Buzz, I wish you to choose twenty-five of your best workers and fly out to the garden-beds and fields and gather the golden pollen, (that is the yellow-dust that we see in the center of our Easter lilies,) and honey, all you can sip, and bring home with you. We must make a great deal of honey this season for the good farmer that has provided us with such a fine new hive." Again Mr. Buzz bowed very low and the Queen waved her gauzy wings gracefully to and fro and gave orders to the remainder of the bees to get the hive ready for work. A part of the bees must clean the hive, others must glue wax to the roof of the hive and stop up all the cracks, so that when Jack Frost flew about he *could not* get into the home. Mr. Buzz, in the meantime, had gone about a very busy bee, choosing the bees he wished to help in gathering his honey and pollen—bee flour. When all was ready away he flew followed by his company of helpers. Some of the bees he sent to the clover family to beg honey of them, some to visit the honeysuckles and the morning-glories, others run their long tongues into the golden cup of the cucumber, and the flower asks, in a voice as bright as her sunny dress, if Mr. Bee will kindly take a little of her pollen to the baby cucumbers at her feet so that they may grow stronger and faster. What a busy day it was and how hard they all worked. At last the bees had all the flour and honey they could carry to their Queen. But before starting for home they cleaned off their yellow coats and put their jackets in order; then they kneaded the pollen dust into a ball and tucked it away in their trousers pocket, which is in the hollow inside their thighs. The pocket is lined with bristly hairs to keep it from falling out. When all was in

readiness^d each bee took a long drink of honey and then looked about for their leader, Mr. Buzz. But Mr. Buzz did not act as if he were in the least of a hurry to go home and finally they asked him how much longer he wished to stay. You can imagine how surprised they were to hear Mr. Buzz say, as he sat a-tilt a tall spear of grass: "Oh! I have n't been to see Miss Snapdragon yet, and I wish to call upon her before I return to the hive." All the bees knew how badly their dear Queen would feel if Mr. Buzz did not return with them, but Mr. Buzz was getting ready to fly away, so they very sorrowfully started for home. When they flew into the hive with their pockets so full of wax, the Queen waved her wand at them and smiled. So each bee bowed very low before her and then went and hung himself up on the top of the hive to rest. All had gone but Mr. Hum and he stopped to speak to a brother bee when the Queen buzzed very loudly and said: "Where is my faithful Buzz?" There was no answer, then she said in a louder voice: "Where is Buzz?" Poor Mr. Hum felt very sorry, but he had to bow very low and answer, "Mr. Buzz did not come home with us." The Queen looked, oh, so sorry, but all she said was, "That will do Hum," and Mr. Hum hurried away and hung himself up with his brother bees at the top of the hive. The sun had gone to sleep, the baby stars, one after another, opened their bright eyes away up in the sky and still Mr. Buzz did not come home to the hive and the Queen went to rest feeling very, very sorry. But all this time where was Mr. Buzz? When his brothers and sisters flew home he started off in search of the Snapdragon. When he came to her he knocked at the door and it flew open and in he stepped. Miss Snapdragon, in her purple blue dress, was very glad to see him and gave him all the honey he could carry. He told her about the new hive and that it made him remember it was time he should start for home, but what do you think happened? When he tried to open the doors of the flower he found them locked, and Miss Snapdragon said to him: "Why, it is time to go to sleep now, and my house is closed for the night." What should the Buzz do? He shook his wings in

despair, he had n't taken the Queen's message to the Clovers yet ; what would the Queen do if he did not come home that night ? There was nothing to do but to wait until morning and all the night through Mr. Buzz said to himself, " I will never stay so late again, never, never." Early the next morning, Snapdragon's doors were open and Mr. Buzz almost forgot to say, " good-by," so anxious was he to get out in the sunshine. At first he thought he would fly at once to the hive, then he decided to look for the Clovers. But it took him a long time to find them, and when he found them, to gather all the honey he wished kept him until the sun was again getting ready to go to rest. When he reached the hive he felt so sadly he did not want to go in. He could hear the bees humming as they worked, for those bees that had flown home with their wax the night before had now gotten ready for work and were taking the wax out of their pockets and were making the walls of their rooms where their honey was to be placed. Mr. Buzz at last went in and saw the Queen sitting on her throne with two bees on each side, fanning her with their wings. Mr. Buzz flew to her and dropped down on his knees sobbing, " I am so sorry, dear Queen." " Oh, Buzz, how could you stay away all night ? " " I will never do it again, I promise you." The Queen waved her wand and Buzz stood upon his feet, but with bowed head. " I have told Hum," said the Queen, " to be my page for a week in your place, after that time if you are quite sure that you can serve me faithfully I will take you back again." Mr. Buzz made three very low bows and then said : " Dear Queen, I will try." Then he flew away to the top of the hive and hung himself up, as his brother bees had done, to rest. After a week had passed and Mr. Buzz had worked hard to build the rooms or cells with the wax walls and helped the bees about him with their work, the Queen sent for him and told him to take his place by her side once again and be her Messenger. Oh, how happy Mr. Buzz felt as he stood once again by the dear Queen's throne and how gently he fanned her with his gauzy wings and hummed a song she loved to hear.—*Fanny Chapin.*

MORNING TALKS — "COLUMBUS DAY."

(The story of Columbus is too new to the children and too rich in material for one talk and may be divided into several. For convenience we will make three stories, the preparation, the struggle, the reward.)

Preparation:

A long time ago there was a little boy named Christopher who lived far away from us in another country. The great ocean is between our country and his. He loved the ocean and used to watch the ships with white sails going so quietly over the water.

They looked a little like the sail boats in the lake here, but the ocean was much bluer and larger and deeper, and rougher, when the wind blew and tossed the waves about.

The people who lived in the country where Christopher was born thought the earth we lived on was shaped like this cylinder, and that the ocean came to an end here at the edge, and the little ships dared not go too far away from land or they might fall off the edge. Nobody knew what there was off there, no one had ever been there. But as Christopher Columbus, that was his whole name, grew to be a man, he watched the ships on the ocean go off out of sight and then come back again, and he watched the sun rise and set, and he watched the moon and stars when he was on the water in the night, for he was a sailor when he grew up, and he thought about all these things until he said the earth was not flat like this cylinder but round like this ball.

The more Christopher Columbus thought about it the more he wanted to sail away off on the ocean and see if he could not come back home by going clear around the world.

The Struggle:

Columbus was a poor sailor who had no ships and not much money. He told rich people and kings of different countries about this new way to travel around the world to India and China, those far-away countries, but they only

laughed and would not help him. He said there was more land there which he would find and give to the kings but they did not believe him. Some people thought he was right but they had no money to give him and it took money to buy ships, money to buy food for so long a voyage away from land, and money to pay the men who would go with him to help sail the ships.

But Columbus would not give up, he tried again the next year, and the next, again and again to get people to help him, nothing could make him give up trying, and we will see what good came from trying.

At last he went to the good Isabella, Queen of Spain, and he told her about the plan to sail away off to the west and try to find the country of India, and perhaps new countries, by going that way. She believed he was right when he said the earth was round like a ball, and she wanted to help him, but she had not enough money, even if she was the Queen of Spain,—and her husband, Ferdinand, the King of Spain, would not give him the money because it cost so much to buy the ships. Now Queen Isabella had a crown of gold to wear on her head, and chains of gold and rings and bracelets and other jewels, beautiful stones of blue, red, green and yellow, and clear white pearls, very large and fine, and she told Columbus if he would get some ships ready with food and water, and men to tend the sails and do the work, she would sell her gold and jewels and give him the money to pay for the ships. No other queen had thought of being so generous as that and Columbus was very glad and thanked the good queen and got three ships ready to sail. King Ferdinand and Queen Isabella, and hundreds of people went down to the edge of the water to say good-bye to Columbus and his men as they sailed away in their ships. They waved their flags and fired their guns and shouted as the ships sailed off out of sight. Everybody was happy for a while but soon trouble began again for Columbus. He had nothing to show him the way off over the great waters but his compass, and the sun, moon and stars. He watched them day and night to see which way he was sailing, for he wanted to go west, toward the setting sun. There was no land

to be seen. The ships went very slowly, there were no steamboats then ; and storms came, and the men grew afraid and some were sick and they thought that they would never see their homes and little children again. But Columbus would not turn the ships back, he kept right on and told his men to work and wait and be very patient. The men said they would throw him in the water if he would not turn back, but he would not. He was kind and good but he would not give up, for he was sure they would soon find land if they kept on sailing westward.

Reward of Perseverance:

One day they saw birds flying, and a branch of a tree with red berries on it floating on the water, and the next morning they saw far away a green line beyond the blue water. What was it? They came nearer and nearer and at last they saw trees, then men with dark skins and black hair, and then they left the ship and went in small boats to the land. They kneeled down on the green grass and thanked God for taking care of them in their long journey across the ocean and for bringing them safely to the land.

Columbus and his men stayed on the land for awhile and then went back to the ships and took some of the curious things they found there with them, and then sailed away to the east toward the rising sun to their own homes and children. How glad they were to get home ! And how glad Isabella was when Columbus told her of the new country he had found, of the queer people who lived in it and of all the strange things he had seen !

It was four hundred years ago, this month, October 12, when Columbus came to this land, and now the white people, our people, are nearly all over this great land, and they have great rivers and lakes with many ships on them and cars run for miles and miles through this country, and there are great cities and schools and churches and Kindergartens to be thankful for. We are very thankful to Columbus that he was not afraid but kept right on until he found this beautiful country for us to live in. We shall never forget the

little boy Christopher Columbus, nor what he did when he grew to be a man.

Suggestions: The children may work out on the cylinder and ball the direction in which mariners sailed. The talk about the ocean may be more detailed and the compass shown. The children may find out what was indicated by the birds and berries. There is room for delightful talk upon the Indians, their feelings when they saw the bird-ships approaching, their habits, dress, etc. The children will make up appropriate games, they will be flying birds, sailors, soldiers marching to the ships, etc. They will sew and draw the berries on the branch, the outline of Columbus' old sailing-ships, bow and arrow, canoe, the queen's crown, etc. Make a clay world, berries, wigwam, Indian beads, arrow, etc; make a ship of sticks, compass with rings and sticks; fold sails, wigwam, Indian blankets, etc. In proportion to the clearness and vividness of the story will be the originality of the children's inventions.—*Mrs. Susan P. Clement, Racine, Wis.*



MISS MACKENZIE, of Philadelphia, writes: "If you would like to make use of the program I have just prepared, and am about to send out to the Kindergartners for October work on the Columbian topic, I shall be glad. Early next week I shall meet our Kindergartners in order to talk over the work with them as barely outlined in the program. Each, of course, will fill it out as she feels her special Kindergarten needs. The requests from them for such a plan for the Columbus work was so general that I thought your readers in other cities might also find it of use. I also send each Kinder-

gartner a slight sketch representing the three ships, Santa Maria, Pinta and Nina."

October Program :

Carry the story of Columbus through the month in connection with the topics that at this season of the year naturally obtrude themselves upon the children's attention. The story should be given in its utmost simplicity and illustrated through gifts, occupations, games and songs, and by blackboard sketches.

The two following suggestions may be offered from many possible ones as simple ways of introducing the main subject : Begin with the seasonable topic, grain-gathering, carrying to the mill, the miller, the mill, the mill-stream, the river, to the sea. Or begin with shells, sand, the seashore, the sea and on to the story of Columbus. Tell simply of family life ; love of the sea ; interest in discovery ; idea of new country ; efforts to obtain aid ; success in securing three ships ; setting out ; mutiny ; arrival ; landing in warm country ; time of landing, (October 12, Autumn). Plants and animals discovered unknown to Spain, such as are familiar to the children. (Sweet potato, white potato, red pepper, Indian corn, pineapple, etc.). Difference of Autumn in West Indies and our part of the country. (Continual green — falling and changing leaves. Birds remaining in warm country ; our birds migrating to warm country, etc.) Inhabitants, manners, customs, as Columbus saw them. Subjects incidental to the story of Columbus and to occupy part of the month in connection with it. Manner of communication with other countries by sea ; sailing vessels ; steamships. Internal means of communication ; railroads, (carrying passengers, mail and freight.) Government supports schools ; gas and water supplies ; police ; fire and postal service. (Develop these through observation of policemen, firemen, postmen, etc., and what they do ; street-plugs, lamp-posts, etc.) *World's Fair*. Why it is to be held. What its work will be, simply told.

In addition to the program these hints are given :

First Gift : Birds, flowers and fruits (tropical and our own).

Second Gift : Building wharves, railway stations, etc., cylinders and spheres for barrels and bags of freight, etc.

Third Gift : } Building ships, embankments, harbors,

Fourth Gift : } World's Fair buildings, etc.

Tablets : Laying river-courses, river-beds, islands, boats, canoes, harbors, etc.

Sticks and rings : Laying canoes, boats, trees, Indians' houses, bows and arrows.

Paper-folding : Ships, birds, boats, hammocks.

Sewing : Ships, boats, birds, fruits, vegetables, leaves, Spanish and American flags.

Clay : Vegetables, fruits, ships, birds, boats.

Pasting : Spanish and American flags.

Paper-ring making : Spanish and American colors.

Bead-stringing : Necklaces of beads, wampum belts, Spanish and American colors.

Drawing : Bows and arrows, boats, ships, Indian beads, fruits, vegetables.

Drape Columbus' picture with Spanish and American flags.

THE story of the great discovery, referred to in our last issue, has gone to press and will be out before the holidays. It is called "Columbus : and What He Found." The work is the result of several years' research on the part of its author, Mrs. Mary H. Hull, in her efforts to present the story to a circle of little ones. It is rich and charming in style, and was prepared under the supervision of the editors of the KINDERGARTEN MAGAZINE. The volume will sell at one dollar and all orders sent now will receive first attention. The demand for this book is already great among teachers since it is the only successful attempt at interpreting this great deed to the child. Send all orders to KINDERGARTEN MAGAZINE, Woman's Temple, Chicago. Price, \$1.00. Per dozen, \$10.00.

A STRONG contribution, in story form, to *Cupbearer*, (358 Burling street, Chicago ; 10 cents per copy,) by the author of "Columbus: and What He Found," will be an excellent help at this time.

It is my good fortune to use the colored crayons very successfully, and it may be of interest to you to know my plan for illustrating the Columbus story. I shall reserve the largest blackboard in the room for it. I have made an illustration, at one end, of the boy looking out toward sea, where ships are sailing by. As fast as our story grows, I mean to add the next scene, and so keep the picture growing. The

children are delighted at every new development of the picture as well as the story, and particularly when I add a touch to the picture in their presence. It seems to become a living reality to them; every tree and line has a peculiar meaning, as belonging to them. I shall have the good queen in the act of giving all she can to help the voyage, and Columbus rejoiced at the possibility of carrying out his plan. I shall not draw many figures, but rather the nature surroundings in which the story puts the people. I shall dwell much on the sea and its varying appearances and the life of the sailors.—*Mary S.*

WHEN traveling in Italy a party of young ladies came to Genoa. They had heard of how proud the Genoese people were of Columbus, even claiming him as their fellow-citizen. They asked the guide to take them to the Columbo statue, and on the way spoke so that he could hear them, saying: "Our Columbus was such a brave man. Where would we Americans be if he had never found the way across the sea." The guide stopped and said: "Here is the statue of *our* Columbus, which we erected because he did so much for us." One of the young ladies said, "But he does not belong to you, for he was the first American." "You are right," replied the guide. "He is yours and he is ours, too, because he is all the world's." The statue to Columbus at Genoa looks out toward the sea.

To our Chicago readers we would say that Mrs. Mary H. Hull is arranging for a series of talks on Columbus for Kindergartens and teachers. The schools are demanding that this story be given the children, and Mrs. Hull feels well prepared to give authoritative and informal lectures on the all-important points. Correspond with her at 3353 Indiana Ave., Chicago.

FOR copies of "The Boy Columbus" as it appeared in the September MAGAZINE, send five cents each to KINDERGARTEN MAGAZINE, Woman's Temple, Chicago, Ill. They are very appropriate pictures for the wall.

MOTHERS' DEPARTMENT.

A Columbus scrap-book is a most excellent home education during these present voluminous times in connection with the Columbian Exposition. The older boys and girls can gather scraps from newspapers and magazines, and the younger ones gathering together the pictures and illustrations in current literature. If any family contemplates coming to the World's Fair it will be well to read thoroughly on the subject and bring the younger members of the family into a position to truly appreciate the wonders of architecture and art which will be presented there.

In the primary grades of the Chicago public schools a systematic plan is being taken up co-operative between teacher and children with particular reference to historic and geographical classifications. They will gather, for instance, all scraps in regard to Spain, which will be arranged for practical reference use in the school-room.

Parents wishing for an excellent gift volume for their little ones can do no better than order the book "Columbus: and What He Found," by Mrs. Mary H. Hull. It is a wonder-tale filled with all the romance and truth of the great event of America's discovery and told for young readers in a pure yet thrilling manner. The book will be ready before Christmas and the price is one dollar. Send in your orders early and they will be filed and filled among the first. There is already a large demand for this unique child's history.

COLUMBUS, OR THE KNIGHT OF THE GOLDEN CROSS.

(For Home Reading.)

More than four hundred years ago there lived at Genoa a wool comber named Dominico Columbo. His little son Christophoro contentedly worked and played among the soft fleece, till one day he fell asleep in a quiet corner of his father's

workshop. There he had a wonderful dream, a dream so impressive to him that it cheered and helped him his whole future life. A beautiful angel appeared to him, holding in its arms a golden cross. A path like sunlight seemed to be revealed, proceeding from the brightness of the cross, and the messenger beckoned little Christophoro to follow the shining guide, whispering the way would lead him to wisdom, honor and gold, in a far-off land.

From that day the vision never left him. He followed it on and on through his university life at Pavia, never closing his eyes at night but the Golden Cross mingled with his dreams of the land beyond the sea.

For years he followed the life of a sailor and "wherever ship had sailed there had he journeyed." One day a piece of wood floated to his ship, with carving so strangely wrought that none could claim the workmanship. To Christopher Columbus this came like a message from the undiscovered world.

Then the brave hero of the fifteenth century left the sea and followed the shining path to many a throne, begging the princes of Europe to aid him with money and ships to explore the western waters.

No one listened to him. Even the great Ferdinand and Isabella of Spain denied him assistance at first, for their thoughts turned to the Moorish war in their own sunny land. Still after months of waiting the good Spanish Queen became interested in the strange adventure and provided Columbus with one ship and two smaller boats, manned by one hundred and fifty sailors.

Never had the Golden Cross gleamed brighter before the great explorer than on that August night of 1492, when with light heart he prepared to follow its shining path over the unknown waters.

Friday morning the little fleet weighed anchor and stood out for the strange new world. The Admiral's diary shows how hopefully the voyage was begun, but at last how wearily the men looked for the promised land. After two months of sailing, Columbus yielded to the entreaties of the homesick

crew and promised on the morrow to turn back, if no land were seen.

The day was done, for long since the sun had disappeared and a full October moon rose in the clear sky to rule the night. Anxiously Columbus watched and prayed as he paced the deck, alone in the stillness of a night at sea. For the first time he almost doubted whether he should follow his golden guide, and wondered if its path really led across the ocean; when suddenly the disk of the moon was strangely transformed! Out from the glorious orb stretched four shining bars of light that widened and glowed, till there in the heaven above him hung the marvelous Golden Cross of his early dream, with its radiant path leading toward the West. As though a light were shining around him, the great man sank to his knees and stretched out his hands in thankfulness toward the brilliant spectacle, so sure that all would be well on the morrow, that ere the cross with its rainbow halo had faded, he sank into a quiet sleep.

At early dawn a branch of wild-rose blossoms floated near, and ere the rosy message was reached, the cry of "Land! Land!" was given, for a dim line of hills along the western horizon, told that a new world was found. That same day Columbus, richly clad, and bearing the royal banner of Spain, landed in America. He was soon followed by the crew and when he knelt to thank the Father above for the gift of a new world, at his side bowed a friend bearing a banner, adorned with the Golden Cross, in memory of the one that had so safely led them over the path of the sea.

In a few months Columbus returned home, anxious to tell the glad news of his discovery to those who were watching and waiting—with all the splendor of their royal court the King and Queen of Spain welcomed the great explorer.

For days he sat in their Majesty's presence, telling the story of his wanderings, showing them the gold and cotton, strange animals and plants which he had found, describing the beauty and value of the new world. But this was not all the honor Columbus had bestowed on him, he was given the title of Don, and rode at the King's bridle, and a wonderful

shield was blazoned for him, bearing the royal castle and lion, together with his own coat-of-arms, four anchors, which he had placed in the form of a cross. This shield he often wore and at length was known throughout all Spain as the Knight of the Golden Cross.—*S. S. B., Norwich, N. H.*

AUTUMN'S FAREWELL DANCE.

One bright Autumn day there was an universal rustle among the leaves and blossoms and feathery brown grasses that grew by the brook. There seemed, too, an unusual stir among the crickets and grasshoppers. What could it be that had set them to tuning their little fiddles so vigorously?

The Southwest wind knew. Since every morning he had flown about whispering a message to the birds, the bees and every living thing out of doors. This is the message he brought them:—

"Mrs. Autumn invites you to a party to be given for our friends, the Birds, who are soon to go South for the winter. The party will be given at Mrs. Autumn's country place, 'Out of Doors.'"

"Yes," said Mrs. Autumn, to her friends, "Spring gave the Birdies' Ball, and Summer has been made very happy by their songs. It will be a pleasure to me to give them a farewell dance."

Mrs. Autumn's daughters, September, October and November were to decorate the house for the party. Lovely September brought sheaves of golden grain, plumes of nodding golden-rod and yellow corn.

"O how beautiful, September," cried October, coming in with her arms full of purple grapes and trailing crimson vines and scarlet leaves. Then, when November had added delicate brown grasses and scarlet berries, the house was beautiful indeed.

"I must order a new gown for the party," said September. My last year's gown was spoiled by the equinoctial storm." So she ordered one of yellow trimmed with tassels of the Indian corn.

"I, too, must have a new one," said October. "For, when November came last year, I lent her mine. How well she looked in it. Every one said she was the most charming November ever seen."

"Let me paint you a gown for the party, October," said little Jack Frost. "I know your favorite colors." "O thank you Jack," said October. "You may, indeed." So, that night, when the world was asleep, the little artist worked; and in the morning there stood October in a gown of crimson and russet, all dashed with purple and orange. "Now Jack, do paint one for November," said October. "Perhaps we can persuade her to wear gay colors again this year." "With pleasure," said Jack. But when he looked in his paint-box he was so sorry, "O, November," he cried, "I've nothing left but brown and white!"

"Never mind, Jack," said November, "Brown is my favorite color." So November's gown was of soft brown trimmed with oak-leaves.

Soon the guests began to arrive. The Misses Poplar came first, all in lovely yellow. They were followed by the Misses Maple in crimson and yellow, escorted by their brother, Mr. Swamp Maple, in scarlet. The Beeches and Chestnuts were there in gay colors; the Oaks came in last in dull crimson and brown.

And what music there was for the dancing! High in a tree sat our old friend, Professor Wind, leading the band. The Crickets brought their violins. The Bumble-bees played the base-viol, and the Woodpecker the drum. Grasshopper Green was there with his "dozen wee boys" who were quite grown up by this time. They had changed their little green jackets for brown ones, and each carried his little fiddle under his wing.

The Katydid had been asked to entertain the guests by a story: The story of Katy. But before the time for story-telling came, a slight difference of opinion arose among them as to something Katy did or did n't do. And they became so interested in discussing the matter, that they forgot all about

telling their story ; not one word did they say all evening except " Katy did n't ! Katy did ! "

The birds flitted softly from spray to spray, saying good-bye to their friends. Their songs were not as loud and joyous as at the Birdies' Ball. Were they thinking of their empty nests ? Were they thinking of the long journey before them ? Yet, I know that not in the heart of one of them was a doubt that the kind Friend who had always led them would guide them over land and sea, and bring them safely back.

What a merry time the dancers had ! Grandmother Spider said it made her feel quite young again to see them. Mr. Nutcracker frisking in and out of his hole with his pockets full of nuts, said he would love to dance with them, but that this was his busiest season, and what would the little nut-crackers do next Winter if he did not work ?

As the party was given in honor of the birds, they were the first to thank Mrs. Autumn and say farewell. " We thank you, too, dear trees," they said, " for the shelter from sun and rain. We thank you, dear Wind, for rocking our babies so gently. We thank you, dear Grasses, for you help in building our nests. And we thank you, dear Earth, for the food we have had in abundance."

Then they fluttered away like a soft, brown cloud, to sleep with their heads tucked under their wings and to dream of their long journey.

As for the other guests, I really can't say when they went home. For when I fell asleep that night, the Crickets were still playing their violins, and most of the Katydids agreed now that Katy did.—*M. Gertrude Flynn, Norwich, Conn.*

OUR BABY.

Can you tell me what it is
That fills our hearts with cheer ?
It is the light of two bright stars,
The eyes of baby dear.

Can you tell me how it is
That music sweet we hear?
When listening to the merry laugh
And voice of baby dear.

Can you tell me why it is
That sorrow, pain or fear
Take their flight? Whene'er we press
The hands of baby dear.

Can you tell me when it is
That God we most revere?
It is, when gazing on the dome
And brow of baby dear.

Can you tell me when it is
That Heaven seems so near?
An angel came to bless our home,
Our own sweet baby dear.

—Louise Pollock, to her grandson.

FIELD NOTES.

MISS ELIZABETH HARRISON has returned to Chicago from Colorado. Her work opens October 3d at the Art Institute.

THE Topeka Training School for Kindergartners is opened to the public at a tuition price of \$100.00 for a regular one year's course. Miss L. A. Doolittle, Principal.

MISS J. D. PROCTOR, of Roxbury, Mass., graduated from Miss Garland's training school in 1874, and up to the present date, which finds her a Kindergartnerin at Fauntleroy Hall, has not been out of the work more than four months.

WE read in the *Denver Daily News* an interesting account of the work of the Free Kindergarten Association of that city under Miss Karrie Johnson, a recent graduate of the Chicago Kindergarten College. The course of study for the training class of forty members includes Philosophy of Childhood, Froebel's Gifts and Occupations, Physical Culture, Games and Songs. Miss Johnson has also the supervision of six large Kindergartens.

MISS ANNA I. DAVIS, Principal of the North School, Austin, Ill., has prepared a comprehensive, as well as suggestive, outline for a year of Science work with first grade children. The plan is arranged by the month, bringing in seasonable work. Primary teachers will find it very well organized and helpful, in that it gives all the references for study and story in connection with each topic.

THE Chicago Kindergarten Club holds its first meeting on Saturday morning, October 1st, 10 a. m. The first division of the year will be occupied by a series of ten lectures on "Mental Training," by Mr. William George Jordan. Mrs. Chas. L. Page is president for the current year, Miss Mary J. Miller, secretary. The club meets in the lecture-room of the New Jerusalem Church, 179 Van Buren St.

THE following is taken from the professional circular recently issued by Mrs. O. E. Weston, of Chicago, which speaks for itself of her future work: "Mrs. Olive E. Weston, a member of the Chicago Kindergarten

College Faculty or 1891-92, feeling that there is a growing need of help for mothers and teachers outside of the great centers of Kindergarten work, has decided to offer herself to this field, and will promptly answer all communications addressed to her, asking for terms, special arrangements and details, for work in every practical or helpful way. Although she was for many years a successful public school teacher, and has devoted her entire time during the past seven years to the study and practice of the Kindergarten principles and methods, Mrs. Weston feels that she is but just upon the threshold of the great work, and is now prepared to help mothers, teachers, parents and educators in general to a like understanding of the theory as well as the practice of the Kindergarten." See Mrs. Weston's professional card on another page of this magazine.

YOUNGSTOWN, OHIO, has a successful Free Kindergarten under the direction of a graduate of the Chicago Free Training School, Miss Mary S. Morgan, who tells in the following letter how it was organized: "By personal calls and face-to-face talks with clergymen, editors and the leading Christian workers, they became intensely interested in this (to them) new idea. A Free Association was formed and in two weeks over four hundred dollars was secured, and later three hundred dollars more was subscribed. A room was given free in the most needy part of the city. On September 5, we opened the doors to thirty-two little Italians, Slavs, Jewish refugees, Russians, Hungarians, Polanders, two Irish-Americans and two colored children. As the eager little eyes looked wonderingly into mine asking what message I had for them, I said to myself, 'Blessed be Kindergartens, they are truly a meeting ground for the nations.' Fifteen more are waiting for places. Seven young ladies have applied for admission as unpaid assistants. Three were accepted. For the first few days the room was crowded with fathers and mothers all smiling and asking in many tongues what sort of a place was this where such little children were wanted and what could they do? Even the policeman is interested and stops regularly on his beat to ask if he can be of any service or to bring a brother to see this queer school where babies laugh and play. As yet the Kindergarten is experimental here, but we hope it has come to stay. I hope to gather inspiration from your magazine and I look to it with peculiar interest and anticipation, as I am sixty miles from any other Kindergarten."

MRS. ELSIE PAYNE ADAMS, so long associated with the Chicago Proebel Association, is announced as superintendent of the Free Training School under the Minneapolis Free Kindergarten Association. The following account comes from one of the workers associated with the work: 'The Kindergarten spirit has gained an undeniable impetus the past five years, and has taken wonderful strides in our city. A few months

ago Minneapolis, though supporting, with pride, a system of public schools pronounced by President Elliot of Harvard, and other competent judges, second to none in the country, seemed quite indifferent to the Kindergarten ideas. What might seem to many a discouragingly small beginning, in the interest of Free Kindergartens was made in the early spring of this year. Mass meetings at which well-informed and enthusiastic speakers were present were held, and finally an organization was completed. The earnestness of the few obtained the sympathy of the many, and generous, and often unexpected support was bestowed upon the young 'Free Kindergarten Association.' The autumn finds us ready for work. We are now in possession of a Training School for Kindergartners, most pleasantly and centrally located, and one model Kindergarten all under the superintendency of an acknowledged leader in the work. We expect to open shortly, a large number of Kindergartens in the poorer sections of the city where children are the least cared for. The idea of the association is to support the work mainly through membership fees, and to graft it as soon as expedient upon the public school system. A work of incalculable good has begun, and we have every reason to hope that in ten years more, we shall see the three-fold development of body, heart and mind, shining in the lives of our children, and in a lesser degree also in the hearts and understandings of their elders.

THE Chicago Free Kindergarten Association adds two new Kindergartens to its list this year, making twenty in all. The work opened in September with a large and promising class. A special feature in the normal class this fall, is a lecture course on Mental Training, given by Prof. George Jordan. Calls for Kindergartners and training teachers are coming to the Association constantly. There have been a larger number this year than ever before.

MISS WHITMORE is in Pymont, a little watering place in Northern Germany. She writes that the place is delightful—"Fine old trees, wide avenues, beautiful rose bushes," etc. She is there for a complete and much needed rest. She expects to travel some and visit the noted Kindergartners later, when a friend joins her. Her plans are very indefinite.

THE Commissioner of Education has verified 725 public Kindergartners who teach 21,066 pupils and 1,517 private Kindergartners who teach 29,367 pupils, making a total of 2,242 Kindergartners and 50,423 pupils. Besides these he has the addresses of 2,145 unverified Kindergartners, which if estimated at 1,000 and their pupils in the same ratio as above, would give 75,000 children in this United States enjoying the benefits of Froebel's method of child-gardening.—*Buffalo News*.

THE Electra School, at No. 9 Thirty-first Street, Chicago, is a practical attempt at carrying the Froebelian philosophy from the Kindergarten to the higher school grades. It has a boarding hall where even the youngest pupils are received and given home care. See the advertisement elsewhere.

THE selection of Albert G. Lane, of Chicago, as the president of the National Educational Association must not be considered in the light of a tribute to the general interest in the great exhibition to be held in the city where he is installed as superintendent of its public schools. Mr. Lane won a remarkable reputation as superintendent of the schools of Cook county in which Chicago is situated. The normal school at Englewood with Colonel Parker as its principal came under his supervision; for eight years he had a constant oversight of this school; he followed the graduates as they went out into the county to teach. The majority of the graduates, it will be remembered, remain as teachers in the county, this being a county normal school. He saw a new spirit pervaded the work of these graduates; he saw there were deep, underlying principles aimed at by Colonel Parker; he became the firm friend of the new movement that had been inaugurated at the school. Probably no educated man has had such a peculiar and competent preparation for his work as city superintendent. He is not an old "educationist with a new education attachment." He is a man of clear, steady mind, who has embraced the new education doctrines because they are the foundation doctrines of mental development. He has been present when they were expounded at the normal school; he has seen they would "work" when put into practice in schoolhouses in most uninviting points on the level prairies of Cook county. The National Association has at last a firm believer in the new education as its president. The world does move.—*The School Journal*.

THE Dominion of Ontario Teachers' Association met during the past Summer and among other progressive measures inaugurated a Kindergarten Department. Miss C. M. C. Hart read a paper before that branch on the subject of "Kindergarten: Its Relationship to Art." We quote from it: "The æsthetic work of the Kindergarten regarded merely from the utilitarian standpoint is most important. It is the duty of the nation to provide measures looking to the promotion of improvement in the character of its industries. The merely useful will not accomplish this. The æsthetic manufactures of Belgium are rated at a thousand times the value of the same articles from Norway and Sweden. Using the mathematical as the basis of the æsthetical the child begins thus early to realize that 'Beauty is but the splendor of the True.' The training begins in the physical. We cannot conceive power of this kind without the skilled hand. It is the old story of Ariadne and the

Lion. Beauty always rides upon strength, and in the fullest sense, all true power manifests itself as delicacy." The paper closed with a plea for the higher culture of the Kindergarten. The legend of St. Christopher was recounted. "The good Saints stand beside a raging stream, and as he stands there a little child appears before him, and with arms stretched out to the saint cries, 'Carry me across.' The tempest is raging, but taking the child in his arms he plunged into the stream. The waves threaten to engulf him, and heavier and heavier the burden grows, but holding the child aloft with his strong arm he battles against the wind and wave and at last placing the child in safety on the farther bank, he beholds him all clothed in light, and the child cries, 'Know ye that in bearing me ye bore the weight of all the world?' We have a task like St. Christopher's, we must bear the children aloft, far above the tempest of life, far above the waves that threaten to engulf them. This is our task, to uncover the divinity within them, that after the journey we may see them, like the Christ-child, all clothed in light. This is our work, 'Worthy the proudest strength of man, and woman's finest skill.'"

ART TALKS.—The classes held during the Winter of '91-'92, in Chicago, studying the classified collections of the Art Institute, will be reorganized for the first Saturday in November, the 5th, giving a course of six classes before the holidays. Application should be made immediately, since the classes must be limited. Mr. Geo. L. Schreiber, who gave the interpretations last season has been secured again, and under his leadership, the enthusiasm of last year's classes will, undoubtedly be continued. For circulars and terms, address A. Hofer, 420 Womau's Temple, Chicago.

OUR October frontispiece, drawn especially for the KINDERGARTEN MAGAZINE, pictures a scene from the Mississippi river. It is a most interesting perspective of one of the winding bayous of that picturesque river, overhung with Autumn foliage. The artistic quality of this illustration cannot fail to make its impression upon the children, particularly the perspective which admits of their gazing far into the vista. There is no healthier form of picture for children than strong perspective studies. Let the children look at them again and again, and see how far they can see into the picture. They will learn that seeing is not only a matter of eyes but also of feeling. Among other pictures decorating the school-room or Kindergarten walls, there should always be one good perspective study. We have a few of these that can be secured. To such as apply early, extra copies of each month's frontispiece can be had at 5 cts. each.

A VISIT TO Pestalozzi and Froebel points of interest, as gleaned from the personal letters written by Miss A. E. Pitts, during her summer abroad: "To-day we went to Yverdon, Pestalozzi's home for some years and where he had his school. The chateau is still there and has been added to since his time and has now a graded school, having seven classes from six years up to college classes. We saw Pestalozzi's rooms, these are now in one and used as school and music rooms and library, in which there are two pictures and a bust of Pestalozzi. The influence of that good man is still plainly to be seen and the town profits in many ways through his having lived there. We met and talked with an old man, over ninety years of age who was a pupil of Pestalozzi for nine years and has written his life and a summary of his principles. His farewell blessing on our work and interests was both dignified and sweet. We are in Thuringen, and have been out to Keilhau where Froebel had his first school. This part of Germany is rather pretty but this place seems tame after Switzerland, but it was the place where Froebel worked and that gives it a romantic touch. Everywhere here the women are working and the men away as soldiers. In Switzerland one does not see so much of this. There are a great many slate roofs here but they are not so picturesque as the tiles of red clay. The coming here makes Froebel's life very clear to one and also Pestalozzi's, both great and simple men. We stood to-day on the hill above Keilhau looking toward Blankenburg where Froebel thought of the name for his new school, *i. e.*, Kindergarten. On a distant hill above Oberweissbach, where Froebel was born, is a high cairn called after Froebel. On the hill beside stands a tower put up in memory of Barop, so they still stand to light the world. These hills are lovely places and would tend, I should think, to introspection.

LITERARY NOTES.

THE article on the "Advance of Education in the South," by Mr. Charles W. Dabney, in the August *Cosmopolitan*, is a very noteworthy one.

THERE is no more helpful, simple or substantial expositions of educational psychology, appropriate for the practical uses of teachers and parents than the booklet called "A Pot of Green Feathers," written by T. G. Rooper, Esq., recommended by Wm. T. Harris, and published by C. W. Bardeen, Syracuse. It presents the subject from the homely but lucid standpoint of daily occurrences, mentally viewed. The title of the book is taken from the experience of a teacher who presented to very young children, for the first time, a pot of green ferns. Asking if any child could say what it was, the answer came, "It is a pot of green feathers." The author takes this ordinary mental comparison as the basis of his educational application of psychological law. A Kindergarten recently read the little book, and said as she finished: "There is meat for hungry teachers, who cannot fathom the depths of text-book psychology." We recommend the "Pot of Green Feathers" to every Kindergarten. You will find there another version of the same principles laid down by Froebel in his *Mutter und Kose Lieder*, and you will possess these anew in finding them so clearly formulated.

THE *Kindergarten News*, for September, is full of help and facts, which cannot do otherwise than further the movement, in telling the world of the work in many places and inspiring others to take it up in new fields. Owing to the greatly increased expense of publication and value of the *News*, the publisher deems it necessary to advance the subscription price to fifty cents a year, which still makes it nominal and within the means of Kindergartners, mothers, and those having the slightest interest in the cause. This advance will not take effect until January 1st. Address *Kindergarten News*, 10 Exchange Street, Buffalo.

THE *Music Review*, published by Clayton F. Summy, Chicago, makes an important announcement in September number which concerns musical educators. Mr. Calvin B. Cady assumes entire editorial charge. Among other announcements as to the future scope of the *Review*, emphasis is placed upon its purpose as being purely and strictly educa-

tional in the fullest sense of that all inclusive term. The subscription price up to November 1st is \$1.00. Address Music Review, 174 Wabash Ave., Chicago.

THE PLACE OF THE STORY IN EARLY EDUCATION AND OTHER ESSAYS. By Sara E. Wiltse. Author of *Stories for Kindergartens and Primary Schools* and *Kindergarten Stories and Morning Talks*. With an Introductory Note by President G. Stanley Hall. Ginn & Company, Publishers. This book contains a series of papers on the study of children in nursery and Kindergarten, besides some observations of pupils in primary, grammar and high school grades with reference to sound-blindness, mental imagery and other phases of the physical and intellectual development of children. Much of the work was done under the direction of G. Stanley Hall with the hearty co-operation of the Boston School Board.

THE *Christian Union*, that broad-gauge weekly which not only calls itself a family paper, but is one, devotes its September issue to a home interest, the Kindergarten. Among other interesting articles are an editorial on "The Kindergarten and its Mission," "The Spread of the Kindergarten in our Public Schools," by L. H. Allen, "The Philosophy of the Kindergarten," by Angeline Brooks, "Freidrich Froebel as a Poet," by Elizabeth Harrison, and a happy sketch of "A Day in the Kindergarten," by Miss Nora Smith. This special edition cannot be overestimated in the good it makes known of the Kindergarten.

PUBLISHERS' NOTES.

Foreign Subscriptions.—On all subscriptions outside of the States, British Columbia, Canada and Mexico, add forty cents (40 cents) for postage, save in case of Africa, which amounts to 80 cents extra on the year's numbers.

The pages of the KINDERGARTEN MAGAZINE will no longer be cut by machine since the majority of readers save their files for binding and prefer not to have them trimmed twice. Vol. V. will be more handsomely bound than ever, and no magazines will be exchanged at the end of the year that have been cut by machine. Our readers will please take notice.

All offers of premiums and special rates made to June, 1892, no longer hold good.

Business Correspondence.—Always send your subscription (\$1.50) made payable to the KINDERGARTEN MAGAZINE, Woman's Temple, Chicago, Ill., either by money order, express order, postal note or draft. (No foreign stamps received.) Send your subscriptions direct to us and avoid delay.

All inquiries concerning training schools, supplies, literature, song books, lecturers, trained Kindergartners, etc., will be freely answered by correspondence or by the advertising columns of the KINDERGARTEN MAGAZINE.

All subscriptions are stopped on expiration—the last number being marked, "With this number your subscription expires."

There is great demand for all back numbers of the KINDERGARTEN MAGAZINE, by many who wish to possess the complete file. This shows a growing appreciation of the practical value of the magazine. There is repeated call for Volume I. The substance of this volume can be secured in the compilation, Mothers' Portfolio. Price \$2.25. Vol. II. is entirely out of print, and only a very limited number of bound Vol. III. are in the market, at \$3.00 each. Vol. IV., in cloth, can still be had for \$2.25. Address, KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

Wanted.—We need February 1892 KINDERGARTEN. If you have one to spare send it, and we will give you any other number in exchange. KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

Bound Volumes.—Exchange your files for '91-'92 (Vol. IV.) for a bound volume of same; it will cost you only 75 cents to have a handsome book made of your numbers.

The offer made in the June number, granting a year's subscription to any one sending in three new subscribers and \$4.50 was limited to date of June 10, and no longer holds good.

If you want to spread the work send for a bunch of our new circulars to distribute.

In requesting change of address always state both the new and old location. It saves us time and trouble.

Send us one dollar for the new child's book of "Columbus, and What He Found." It is authentic, detailed, and full of inspiration and suggestion to the teacher and parent.

To Our Readers.—Before making up your minds about what Holiday Books you wish to purchase, look for our lists in the ensuing issues. We shall give a full line of Special Kindergarten Literature of a Gift Book Nature with prices.



MISS TRUEDELLE'S LITTLE CREASER.

This is the latest picture in our illustrated educational catalogue. We reproduce it here for the benefit of people who read the *KINDERGARTEN MAGAZINE*, because we are sure that they will be interested in the Creaser. It is the invention of a practical Kindergartner and is a very simple device for creasing lacing strips so as to facilitate accurate folding, being intended for use in connection with the Seventeenth Gift. It does the work in excellent style and costs only 10 cents. We hope that you will send that amount for a sample.

It is well to remember that we are making our Kindergarten material conform to the colors of the Bradley Color Scheme as fast as possible. It will pay you to send for a copy of our color pamphlet; new edition just out, with Suggestions to Teachers about Teaching Color. Our Teachers' Sample Boxes of Colored Papers are handy to have; No. 1 costs you 15 cents; No. 2 is mailed for 25 cents. They contain Pupils' Envelopes for the Massachusetts Normal Course in Color for three years, and other helps along this line.

To the Kindergartners of the South we would say Flexner Bros. of Louisville, Ky., handle our goods in the Southern States. We are printing 35,000 catalogues a year in our educational department. You can have one for the asking.

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KINDERGARTEN MAGAZINE

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A CHILD'S ARTISTIC SEEING POWER.



CHILD recognizes beauty as freely as it breathes. Its life is a song, and its joyous, emotional disposition is untouched by the sombre melancholy of morbid life that has ceased to see beauty.

So when we behold a child, and see its inclinations, unprejudiced by custom—when we see its susceptibility to all kinds of impressions—when we know the man is formed by the impressions received and the direction these inclinations are given! should we not pause before we enter upon these sacred premises and begin to lead it? That very touch of sympathy and love, which we feel for the child, makes us want to fill its storehouse with treasures of the sweetest experiences; and taking it by the hand, and seeing with its eyes through our discernment, we point out every ray of sunshine we meet upon the way. We find *ourselves* again and know then, that "whosoever shall not receive the kingdom of God as a little child, shall in no wise enter therein."

The history of art (art in its broadest sense) shows the development and growth, the ever-presence of the child-mind; because, in art, the *naïve* child-mind was essential to its maintenance—without it art could not be. The great Phidias and Angelo touched God through their child's seeing

power. The manifestation of art-thought in its infancy, when it gave its first expression, was a crude symbol of what it would express—but feeling, as it did, with true instinctive nature, it remained by its creator and soon learned to speak its parent's loving language—and produced masterpieces before which nations have stood transfixed in mute admiration, and kings laid down their crowns. Art is the interpretation of man's divine conception—it is not the conception itself, and we can only receive its message so far as we understand the language it uses. Unless we are in harmony with the mind about us, everything is a dead letter; and the sooner we decipher the obelisks and unfold the mystery of the pyramids—those distant monuments in the shades of which the soul of man struggled for utterance—the sooner we are in the living thought that prompted all action.

We need not be Egyptologists and read hieroglyphics, nor do we need to know the accurate date of the building of the pyramids, but we must recognize their existence as a living thought; they are monumental evidences of man's dominion over all; they are the child's heritage.

True art has always dealt with the innermost being of man, and so far as the artist interprets this divinity, he gives expression wherewith to move humanity—and through this high purpose addresses himself to all.

But we must make this lesson practical. We have seemingly wandered away from our subject, but only to find the essence with which we are dealing: Truth and Beauty, and its expression. We can not express Truth too beautifully, nor Beauty too truthfully. The modern French school of the Fine Arts, says: "*Cherchez le caractère dans la nature*;" al that is, is worth manifesting; everything truthfully rendered is beautiful—but *find* its character.

Sculpture which deals with form only, with all the nations, was the first means of expression; the museums of the world are filled with its record. Architecture of the higher order was only produced in conjunction with sculpture—I mean the architect largely depended upon the sculptor. Painting in flat tints, decoratively, ~~may have~~ been simultaneous; but

painting, which speaks through light and color, was last. So let us study these three sister arts in their natural successive phases. Not historically nor even technically ; we can trust the judgment of our museum directors sufficiently for the present to take for granted that there is something to see in their galleries—of technical merit surely—and as concerns history, the classified catalogues instruct us considerably. We are after substance, we want to be made to reflect.

Observe a child in a picture gallery. It never wonders *how* a picture was painted, nor does it admire the clever brushwork ; all its impressions resolve themselves into the great question : what does all this mean ? What it sees is something that appeals to its consciousness of being and its whole sensitive nature responds at once. The child is here confronted with an array of something which we unwittingly might call " pretty," but, which, for it, stands for all there is ; and it is wisely silent. But watch this child when it reaches home and leave it to itself, and it remembers that it saw something and forthwith begins to draw, no matter how crudely, what it has recognized as a real thing—and each added stroke adds to its self-consciousness. Or better, give it some clay and it will begin to do, what the most ancient records show us man in his infancy did, and, which put into a museum might hold its place as a primitive work of art. Here we touch upon the child's artistic seeing powers—it is *self-consciousness* beginning to express itself, this is the beginning of all art.

A child will more naturally express itself through both the senses of sight and of touch than through that of sight only. Form is more tangible than color and light—the first is absolute and the second relative so far as interpretation is concerned. Therefore, I would say, because it is more natural to express something which appeals not only to the eye, but to the touch likewise, and because we have found here a parallel to the child thought, let us present to it that phase of art which lies nearest to it : sculpture. We have seen why art is at all—it is because it is the nearest expression of beauty, and thus is as essential to our being as our very life.

We have only come to our developed recognition of beauty by successive stages ; every man that has ever been or is, has paid and must pay his tribute at the shrine of beauty. Let us not mistake the true essence and mission of art ! We walk through our galleries, and see not what we go to see ; we look about, and when at home remember something about having seen some statues ; yes, and a beautiful frame around some coins, and some paper money patched with stamps—let us beware ! ask the child ! it wonders why you passed by the many figures that had no heads—some of them. The child saw them and it ponders ; let it tell you ; it will help you touch the hem of the garment of God—it will even raise the veil.

GEORGE L. SCHREIBER.

WOOD-MUSIC IN NOVEMBER.

The good-bye trill of the bird—
That breaks like a ray of light
Through the web of gray
That covers the day—
Is the only song to be heard—
Save the rustle of its flight.

The rill of the brook below,
As it shivers through the leaves,
Marks the run of rhyme,
And the beat of time,
In the melody and flow
Which dull November weaves.

A. H.

PRIMARY SABBATH SCHOOL WORK.

PRACTICAL APPLICATION OF KINDERGARTEN PRINCIPLES.

THE Sunday-school has opened its doors to the pure, sunny influences of the Kindergarten principles and methods. The living truth is supplanting facts; the religious *nurture* of little children is being considered *before* definite religious training.

In the twelfth annual report of the Golden Gate Kindergarten Association, San Francisco, 1891, there is a full account of a Kindergarten Church service at Oakland, which has blessed not only the little children, but mothers, fathers and friends.

Sunday-school assemblies are reserving a portion of time, and a place on the platform for the exemplification of practical methods of applying Kindergarten principles to Sunday-school primary work. There is need for *thoroughly trained* Kindergartners to extend a helping hand.

"The most delicate, the most difficult and the most important part of the training of children," says Froebel, "consists in the development of their inner and higher life of feeling and of soul, from which spring all that is highest and holiest in the life of man and of mankind; in short, the religious life, the life that is at one with God in feeling, in thought and in action." Froebel has recognized the triple nature and relationship of the child, and the *trained* Kindergartner assists in the development of this nature and relationship through definite work in a definite time, and the influences of this work should extend through all the hours of the child's life, including the quiet hours of Sabbath.

The child should be led to feel the harmony between his week days and his Sabbath, each strengthening the other.

The Kindergarten builds the bridge between home and school life, and so it might unite the home and the church.

We know not when the development of the little child's religious nature begins. We do know that like seeds in the ground it lives and grows long before it is seen, and needs the same tender, sheltering care as the seeds. If you expose a seedling to the direct rays of the sun, and if you pour water upon it carelessly, the result is fatal—and so with a little child's religious nature. We must proceed gently and gradually, working first only through general influences. Precept is an unimportant factor. The religious atmosphere which surrounds a child influences greatly its religious development, and the *cultivation of religious feeling* must always precede the teaching of facts of religion.

General training must precede particular ; general insights must be attained before special ones ; general states of feeling before particular emotions, wholes before parts.

Child nature should be understood by the Sunday-school teacher as well as by the Kindergarten teacher. Principles and the child nature being the same on the Sabbath as on a week day, educational methods and influences should be the same.

It is not Kindergarten material which is needed in the Sunday-school, but the *application of Kindergarten principles*.

Teachers ought to study the method of the greatest of all teachers. They should learn his ready sympathy, definite teaching and use of natural objects for the illustration of spiritual truths. They should know his constant use of figurative language, his avoidance of argument and his presentation of absolute truth. They should remember his constant call to personal action, and they should understand his command to *feed* the lambs. We must study the life and teachings of Christ, study the nature of the little child and present truth in accordance with the child's attained power of insight.

The soul knows God, first as Creator, second as Preserver,

third as Redeemer. The child must know the perfect LIFE of Christ *before* his suffering and death. Christ's *life* must be emphasized as it is the child's inspiration to action and endurance.

The work of the infant class teacher lies in giving the little child tender religious nurture, developing a *feeling* of love and gratitude to his heavenly Father. Later, the teachers of intermediate classes may picture the suffering and death of Christ, being sure that the children are ready to accept the great love which dictated such a sacrifice.

A program for the year's work must be developed which shall have a definite aim in view. Various means to this end should be used, each performing a different function, yet all working in harmony. Each idea must be foreshadowed, actively illustrated and consciously applied. Each series of lessons must be, not only a connected series each step built on a preceding step and foreshadowing another, but also interwoven with every other series, until the work of the year becomes a *living whole*, and the child passes through an organized set of experiences which lead him onward to a clear realization of the truth presented.

The vital truths of the Kindergartens are reflected in the vital truths of religion, and the infant class teacher needs only to recognize this and her plan lies before her.

Kindergarten methods utilize the ceaseless activity of the child, and develop it in its productive tendency. To keep the child constantly employed in the line of right development is the secret of a happy, well-conducted Kindergarten, and the solution of the problem of infant class teaching.

The influence of melody, word and gesture is known. Gesture should be used as a symbol of inward feeling, used intelligently and freely. The melodies should be simple and sweet, always in harmony with the words and gestures. Children should not be allowed to sing sacred music too rapidly, or while the body is in a careless or relaxed position. The reaction of the physical upon the spiritual is so great that much of the softening power of the melody and the enlightening power of the words may be lost by a body too unsympathetic

to complete the whole. The subject of the song must be in harmony with the special phase of truth chosen for illustration, and should be used as a means to an end exactly as songs are used in the Kindergarten.

One cannot be too careful how she leads the little children in formal worship. Prayer is the most holy act of worship the child performs. He should be led confidently and intelligently. The body should be in the attitude of prayer, standing or kneeling, with hands clasped and eyes closed. Standing is significant of readiness to hasten in obedience to the will of the Father, kneeling is the attitude of humility. The clasping of hands signifies that, for the time, all earthly things are given up and the spirit is in a state of inward collectiveness. Closing the eyes to external surroundings opens them to spiritual truths. The combined action of all parts of the body in the act of devotion will help to open the heart to holy influences.

Children cannot hold one position for any length of time, neither have they great power of concentration. For these two reasons the prayers offered should be short, simple and direct, and *should be offered by the children themselves*. If the child is to feel and understand the medium of prayer, he must live through it, he must be taught to pray. One sentence uttered in prayer by a child will do more to help him than many sentences offered by the teacher. Prayer sentences appropriate to the day's subject may be selected from the Bible and carefully taught to the children. Froebel says, "The child must be able to concentrate its spirit, and the words of the prayers must be in close relation to the child's experiences and feelings." There should be in every infant class-room a large Bible, to which constant reference is made, that the children may know where to look for the story of Christ's life and messages to us.

Charts illustrative of various topics may be made of materials and pictures *brought by the children themselves*, just as they are made in the Kindergarten.

Connection between the lessons from week to week may be preserved by using a series of charts, or pictures constructed

on the plan suggested by Miss Burt for the literary education of children, *e. g.*, a line of time, and pictures pasted or drawn at intervals illustrating a series of events on subjects,—or a chart may be constructed in the form of a circle made up of sections, each section containing a group of pictures which tell part of the story, while the complete circle gives the whole. I give as example the method of constructing the "Love chart" in the Kindergarten. A small picture of the "Madonna and Child" is shown to illustrate mother-love. The children sing about the "finger family" and about the "bird family" (in the branches of a tree). Then a picture of a family of animals is shown, perhaps a cat and kitten. The children are asked to bring pictures of various kinds of families—birds, dogs, cats, rabbits. These are received and hung under the picture of the Madonna, each *unlike* the child's own life in all particulars but the one emphasized, (family love) this is made objective. When the collection is made, each family is pasted on a little piece of cardboard cut in the section of a circle, and these sections are arranged around the Madonna picture.

Then comes the next step, mamma and papa love their babies, and take care of them; the babies love their parents. What can they do to show it? A collection is made of pictures of active love, of little children doing something to make others happy (feeding a bird, watering flowers) introduced through the "Basket Song." These pictures are pasted in sections of a larger circle and arranged outside of the circle of families, and the thought is extended in circles through friendships and love for others outside the family.

The story of the Creation may be illustrated in the same way,—the children bringing pictures of trees, flowers, fruits, animals, birds, insects; grouping each in a section, and arranging the sections to form a whole circle.

Several weeks may be well spent in the illustration of one topic.

Following the Creation is the thought of Growth. We should show how seeds sprout and grow, each seed reproducing itself. If corn is planted, corn will grow. If a grain of wheat is planted, wheat will grow. There should be a

collection of pictures showing various stages of growth. So, out of one good action grows another good action. This lesson should be emphasized with much power.

The next lesson should be the loving care of all that has been created. Begin with the life of birds ("Your Father careth for them") as given in Froebel's commentary on the song of the Birds' Nest in his "Mother Play." Let the children bring pictures of various kinds of birds, showing how each nest is built in the location best suited to meet the needs of the bird. Study the "Lilies of the Field."

The steps to be taken will unfold naturally, and as the wise Kindergartner adapts her daily program to the varying needs of her children, and to existing circumstances, so may the teacher of the infant class. She may use the raindrops or the sunbeams, drawing from either one the truth she wishes to present, and adapting it to the needs of the little ones whom she influences. Filled with the truth herself, she must give it right expression, and the seeds are sown.

MABEL A. WILSON.

St. Louis.

PRIMARY SCIENCE LESSON IN THE CITY.



PASSING from the country, with its freshness and abundance, to the dusty city, one would naturally expect to find great difficulties in the way of proper science work.

Lack of material, of opportunity and of place suited to such work would promptly present themselves, and to many end the

whole matter.

But the happy rooms and successful work of more than one teacher of my acquaintance, assure me that these difficulties are not insurmountable, even under the present unfavorable conditions.

That I may lend a helping hand to increase these practical demonstrations, and hasten the time when those in authority shall render that systematic aid which would cost so little and accomplish so much, is the purpose of this article.

There are several things I shall take for granted :

First.—Teachers earnestly desire the best good of their pupils.

Second.—A clear and ready apprehension of the words of the printed page, is of vital importance to good scholarship.

Pupils *must* in the truest sense, be *good readers*.

Third.—Words are symbols and are only of value as they correspond to correct mental concepts.

Fourth.—The preponderance of nature (if accurate) in the modern reader, geography and drawing book, is *wise*, and in the line of the child's normal development.

Fifth.—The city child is especially in need of *objects* to see and handle, in order that his concepts may be correct and his interest sustained. Pictures are excellent, but can only partially meet the need.

What can be found in the city and where ?

Placing things in nature's own sequence, we note :

(1.) *The Sun.* With its heat, light and chemical power.

Notice how the noon shadows are daily creeping farther and farther into the room and apply it to geography.

Note the shortening days and lengthening nights.

(2.) *The Stars.* Constellations can be drawn and found "straight out" some street at some certain hour (early enough for a child).

The pole star is always in the north with its attendant constellations.

(3.) The *sister planets* of our Earth will delight and instruct.

(4.) *The Moon.* Her light, heat (?) and phases.

How did we get the word "month" and its meaning?

What are the "faces" in the moon?

How can we see "the old moon in the young moon's arms?"

Be sure and call attention to any available *eclipse*.

Children take especial interest in the heavens, and are wonderfully helped by a very simple acquaintance.

The Air. Why we breathe. Need of its purity. Simple directions and experiments illustrating proper ventilation and danger of draughts.

Winds. Causes of and the benefit they are to the city dwellers.

The work they do for us on the water and on land.

Dust. What is it. Its omnipresence.

Smoke. Where it comes from. What it is.

Coal. Kinds, use, how obtained, its origin.

Coke. Where made. Why no flame.

Gas. How made and uses. Dangers connected with it.

Light. Oil. Kinds of oil and origin. Dangers from some. Candles. How made and of what. Electric. Connect with the excited rubber comb; the snapping of the cat's fur and woolen garments; the lighting of gas by the finger after scuffling over dry carpet, etc., etc.

Caution about the danger of meddling with wires.

Minerals. Common sorts brought and studied as to points of difference.

Stone. Class, gather and learn kinds and uses.

Pebbles. Where found and how made.

Sand. What is sand and how made.

Clay. How made. Its plastic nature and how moulded into——?

Bricks. How made and burnt. What colors and why?

Tile. Kinds and uses.

Crockery. Made of? how? where?

Lime. How made.

Mortar. Materials and making. Use.

Metals. As many kinds as possible learned and characteristics known.

The above is the *mineral* side. As to plants, we have:

Trees. Learn to know any which are available.

Encourage the children to examine them and describe, bringing specimens of leaves, buds or fruits to verify their words.

Woods. Children bring pieces and learn to know the peculiarities of each sort.*

Apply to furniture, dishes, etc.

Lumber. Learn the meaning of "joists," "timbers," "sills," "floorings," "2x4," "2x6," etc., etc. On the end of large sticks look for the private marks of the logging camps; which will introduce the whole subject of "pinery," "camp," saw-mill, etc., etc.

Barks. Birch-bark, tan-bark and for geography, procure large specimens from the wholesale druggist of barks used in medicine, for dyeing, etc.

Roots. Many kinds can be found at the market, or in the vacant lots.

Stems. Both underground (as potato, etc.) and above ground, (as asparagus) can be had in the market; to which add the *corn* (gladiolus and crocus), and bulb, to be had of seedsmen.

Leaves. Besides those of trees and the plants in waste lots. Florists are very kind in helping to get such material for the children.

* A collection of from twenty-five to thirty named sorts can be had of dealers in croll-saw work for a few cents.

Flowers. Must be purchased, unless some kindly greenhouse or the park authorities can be interested, as will often prove the case. The day is not far distant when the resources of our parks and public greenhouses will become available for such purposes and much that now goes to waste become an important factor in aiding the schools and thereby greatly increasing the attractiveness of the parks themselves.

The increased expense to both parks (for raising and saving) and school authorities (for distributing) would be small, beyond a certain amount of planning and forethought.

Fruits. Are abundant and cheap. Let pupils bring them and the study is delightful.

Seeds. Get all the children can gather and then add such as friends in the country will donate.

Seedsman will sell "old" seed—unfit to send out—at a cheap price.

As to animals.—Parks often show rare collections.

Sparrows and *Pigeons* are abundant.

Birds of passage often get lost on their migrations and are found in lots and alleys or throng the parks.

Game in the markets and meat at the stalls can be learned.

Fish can frequently be seen in the markets and the common sorts will be easily used to illustrate points in structure or use. The scales of the larger ones will make interesting lessons.

The Products of Animals. Milk, butter, cheese, leather, glue, horn and bone in combs, buttons, etc., hair and wool in fabrics, furs, etc., are abundant and serviceable.

Shells are not rare and oyster and clam can be easily had of dealers or eating houses. By adding some univalve, almost a complete set for study is at hand.

Insects. Flees, mosquitoes and cockroaches are only too plenty. Butterflies and mosquitohawks are frequently bewildered and lost in the city. Caterpillars feed on the trees and many cocoons can be seen and gathered by the boys, to keep in reference to the silkworm.

Man. Rare opportunities belong to the city child to see

different nationalities of men and observe their dress and customs. Materials for fabrics, etc., etc., can be easily had and processes of manufacture observed.

But I must not further specify—enough has been said to show the abundance of material easily accessible. As to when time can be found for this work and a place to do it in—I would add a word. No "time" nor "place" beyond that of the ordinary school is needed.

Read your reader and geography *through* before work is begun; and as you find any object referred to which can under any possibility be gotten or any experiment which may be helpful, note it in pencil in the margin and make a list in some note-book of the material or apparatus required.

Then gather these things as soon as possible and put away in boxes, etc., so arranged as to be instantly found when the need arises. By looking ahead hardly a point need be spoken of, which cannot be made clear, and the interest (and order) of the pupils will reward you.

This hap-hazard work is not the *best* that can be done, but all I would advise for the beginning.

As interest develops in the class and skill and fertility of resource in the teacher, more and better work will grow up and ways and time for it come.

Tracy, Ill.

EDWARD G. HOWE.



HOW TO VISIT A KINDERGARTEN.



AMONG all the varied places of amusement, places of interest and true pleasure, the person of leisure has the greatest scope for selection. There are churches, entertainments, social resorts of all kinds, as well as books and home pleasures to share the brimming hours. But there is one place to which such a fortunate possessor of leisure might go, where he would find all these engredients most happily combined. This is the school-room. It is a grievance only too common among school men and women that the outside world so seldom comes in to them, that parents so rarely find their way to these workshops where their own boys and girls are whiling away the most beautiful and best part of their lives. It is even hinted that some mothers tremble with dread at the thought of stepping within the walls of learning. Some fathers, it is said, when urged by Tom or Mabel to hurry to the window to see "Teacher" go by, shrug their shoulders and say, "Don't bother me now."

Such parents, I am sure, would be glad to break this spell, which seems to separate them from their children, which divides the home and the school as distinctly as the old geographies used to cut the two hemispheres. And the good little children would be so happy to find that the two pieces fit together after all.

A good way to make a beginning to reunite what has so long been put asunder is to visit the nearest Kindergarten. Take the baby with you or a friend, and if you go early enough you can just slip in with the gathering children, and find a cozy corner before you are noticed at all. The informality, the homelikeness of the place and its little people will strike you at once, and you will wonder why you had never come

before. It will seem a little un-schoollike to you at first, for it is quite likely some of the children will talk out loud and even skip across the floor in their delight to see each other or the Kindergartner. But you will find yourself reflecting the same free and happy mood, and soon you are wondering why there are not more public places in the world where grown people feel so at their best.

As you watch the pleasant exercises, notice this or the other individual face, so bright and happy, or as often dreamy, shy or furtive. When the work is well started at the tables walk about the room,—come close to the children, of course not in any sense to crowd them or interfere with their unconsciousness of visitors. Peep over into their busy midst, for you will be interested in the passing remarks and comments of the earnest little workers, and above all else glean what you can from the ways and means pursued by the Kindergartner. She has a reason, you know, for everything she says and does, and by using your eyes and ears, and better still your sympathies, you may catch some of her secret. By keeping still and thinking, visitors often get more information, than by talking with the children or asking questions of the Kindergartner. For everything said and done is very simple yet full of meaning.

Do you see that little girl, surely not three summers old? If her mother could see her busy at her handwork, she is folding a shawl of soft yellow paper, do you not think she would be surprised? Visitors sometimes say when seeing such a picture, "Oh, how cunning!" but you see, it is more than that,—it is real work that the little one is doing. When the children are at their circle play, you will be surprised to see the grace and beauty of every movement. Did you ever notice them in their home or outdoor play? They are quite as happy and free there, but the Kindergartner has a way of giving the children real ideas in their play, which become so real to them that they forget all about themselves for the time being. Gracefulness is the result of this unconscious doing and being!

Visitors are not in a Kindergarten long, in the attitude of

audience,—they cannot resist the home atmosphere. You must not be at all surprised if some of the children run to you, show you their work, even give it to you, or, perhaps, love you. A young lady who had for many years been a school teacher, came one morning to visit a Kindergarten. She brought her work-bag, for she said she did not wish to waste the whole morning. She sat knitting quite a while, when a roly-poly little boy frolicked over to her, pulled at the yarn, and finally at her, until he brought her triumphantly to the children who were working together at a table. He felt that some one was outside the circle, which was against the golden Kindergarten rule.

Perhaps you have noticed one or two particularly "bad," or at least disagreeable children. Your first impulse will be to say if only to yourself, "That child ought to be punished,"—and your indignation is quite righteous. For surely the child is spoiling the pretty circle and his own happy time. But wait a moment. Watch the Kindergartner, for she never fails to see all these little side tragedies. Over across the room one "disagreeable" has spatted another, and soon there is a tangle of little fists and curls. Now is your opportunity to see what the Kindergartner, who has perhaps seemed too calm to please you, will do. Notice how she approaches the children,—just as calm and steady as ever,—she even stands still before them, without a word, or only a very gentle, firm one. You skeptically wonder to yourself how it will work. But the skillful Kindergartner has been under the same test before, and she has proven too many times that non-doing, is often better than hasty deeds to be undone. As you watch, the cloud disperses, and you as well as the little ones who were under it, emerge stronger and better.

By all means give yourself over to the happy restful atmosphere of the place,—be expressive and reflect the children's joyousness. Make the most of your rare visit. Assimilate the sweetness of the busy active, loving mood which the Kindergartner shows forth, and which in her heart of hearts, she knows to be more eloquent than words, most effective and abiding in influence.

AMALIE HOFER.

THE WATCHWORD OF THE PRESENT HOUR.*

THE watchword of the present hour is higher education ; the very air of Chicago is full of it. Our long dreamed-of libraries are becoming magnificent realities, and will soon offer rich and manifold opportunities to our reading and thinking public. The great University of Chicago has just opened its doors to hundreds of students who may care to partake of the kind of higher education which it offers, and the still greater University Extension movement is carrying higher education to thousands of men and women who cannot give their entire time to study. The Northwestern University has recently made giant strides ahead in the field of science, but it has not any of these forms of higher education of which I would speak this afternoon. Grand and much needed as they are, it is a still higher phase of education to which I would call your attention ; namely, that of man's spiritual being and the right understanding of all material things as factors in the development of this spiritual nature. All clergymen, statesmen, philanthropists and reformers agree in this one fact, that the world needs higher education concerning the relationships of man to nature, to his fellowmen and to God. In order that the duties arising from these relationships may be more clearly understood, and known, they all agree that this comprehension of right relationships cannot be attained until man is considered as a spiritual being, and the development of his spiritual nature be made the aim of all teaching and reform.

Surely each of us, as individuals, are in much need of

*Opening address before the Chicago Kindergarten College, by Elizabeth Harrison, Oct. 3, 1892.

this form of higher education. Is there a man who would blunt his higher nature with sensuality or starve it with mere material pursuits and thoughts, or debase it with dishonesty and fraud if he realized his spiritual possibilities, and the richness and fullness of life which might be his did he obey the laws of spiritual development? Is there a woman who would weaken and undermine her physical strength by following the foolish dictates of an unreasoning fashion which commands her to compress all her vital organs into most disastrously unhealthful limits, who would deprive herself of her buoyancy and brilliancy by unhealthful hours and slothful lack of exercise, which modern society and fashionable dress-makers demand? Is there a woman who would live the starved, pinched lives that most women live because they fear to be unconventional and to lose caste by doing some real work in the world? I ask, is there a woman, who would so rob and defraud her individual life of its highest possibilities, could she realize that her spiritual needs were her greatest needs? Most evident is it that this form of higher education is needed in the home life, that parents may wisely develop the bodies of their children, may intelligently train their minds, and may reverently inspire their aspirations and lift up for them their ideals. Scarcely a day passes that I do not hear some mother regret mistakes made in the training of her children.

Henry Drummond has given to the world a remarkable little pamphlet called "The Greatest Thing in the World," which he claims is love. But more love is not needed in the home unless it can be wiser love. Excessive but foolish love is almost as injurious to a child as unsympathetic lack of love. An incident quite fresh in my mind will illustrate what I mean by unwise love. One afternoon last summer an acquaintance of mine, the mother of two strong, healthy children had planned to take two guests out for a drive. When the carriage appeared at the door the younger child burst into a flood of tears and sobs, protesting that he did not wish mamma to leave him. In vain mamma promised to return in an hour or two, and reasoned with him that his nurse

and little sister would be with him. Arguments made the child cling only more closely around her neck and sob the more vehemently, that he did not wish mamma to leave him. At last, with tears in her eyes, the mother turned to her guests and said, "I cannot bear to cross him, I love him so much. If you will go without me I will take off my wraps and remain at home." * * * *

To turn to the brighter side of these home pictures I will tell you of a mother whose love is wise love. She is the wife of a clergyman in a country town, and, it is needless to say, has but a limited income. When the first child arrived, although there was no wealth of means to greet it, a richer wealth of love was the daughter's birthright. When the time for christening the child had come, an impulsive, kind-hearted parishioner handed the young mother a two-dollar bill saying: "Buy the baby a christening cap with this." All the pride of the fond mother's heart was aroused. Lovingly she lingered over the dainty lace caps which the milliner temptingly showed her, however, in the end, she purchased a plain little muslin cap with one dollar of the money, and with the other bought a book which some friend had told her would be helpful in the bringing up of her child. "For," said she, "my little daughter need never know what kind of a cap she was christened in, but she will know some day whether or not I have been a wise mother." I remember once standing upon a pier which projected into Lake Geneva, and watching the face of a mother blanch, and the hands clutch convulsively as her splendidly developed nine-year-old daughter jumped from the end of the pier into the water twenty feet and disappear from our sight. But when a moment later she arose to the surface some yards away and turned her smiling face toward us the mother clapped her hands and cried, "Bravo, bravo!" She had conquered her cowardly fear of water in order that her little girl might have the healthful exercise of swimming.

When will we ever learn that it is not what we do for the child but what we help him to do for himself which is of value to him—that it is not what he has but what he is

which brings him happiness? The bequeathal of a fortune, no matter how princely, does not compensate for a weak and marred character, and the priceless gift of strong, true training of heart and will is within the reach of every mother who is willing to prepare herself by thought and study upon this great subject of child-training, it matters not how humble her position may be.

Again, we turn our thoughts to the trade world and see the clashes and conflicts which are going on between capital and labor. We realize how much higher education is needed in this sphere of life. Political economy and social ethics are as yet in their infancy. A shock was felt from one end of our nation to the other, when the telegraph wires announced the terrible Homestead tragedy. Will that sad event, and the numerous conflicts which followed it in such rapid succession, arouse us to think more deeply upon this great problem of labor? Is it not because industry is not rightly understood, that so little has yet been attained in the practical carrying out of the theories of social ethics? Does not labor stand for more than mere money making, for mere increase of physical comfort? Is it not through work, and through work alone, that man is intellectually developed, and does not much of his spiritual wholesomeness depend on his having some definite daily work to do? When this is rightly understood, we will realize that the man who works is the only man worthy of our respect.

The man or woman who partakes of all the advantages of a civilization which have resulted from the toil of millions, and who has yet nothing to contribute as his or her share to the sum total of the activities of mankind, deserves not to look the honest road-digger or char-woman in the face. "Why on earth," says Dr. Boyd, "do people think it fine to be idle and useless." Fancy a drone superciliously desiring a working bee to stand aside, saying: "Out of the way, you miserable drudge, I never made a drop of honey in all my life," and yet have we not such drones in society, and is it not because they do not realize the developing power of work? There are young women in the community about us whose

lives are narrow and cramped, because their days are spent in idleness and frivolity. Sometimes they realize this starvation of soul which is going on within, though they confess it not to the outer world. To all such I will say, in the words of an old Persian proverb, "Square thyself for use, a stone that will fit in the wall is not left in the road." In other words, learn something thoroughly and you will find a use for it.

Again, as we scan the political horizon, do we not see how desperate is the need here of a realization of the spiritual significance of government? On all sides we hear ridicule instead of argument. We are given personal anecdotes instead of presentation of principles. When we see the busy wheels of traffic and the gay carriages of pleasure stopped by the arm of law, in order that a poor working woman may pass in safety across the street, is it not to every looker-on an illustration of the value and dignity of each individual, of the calming subtle bond of brotherhood which is slowly making us regard the rights of each.

* * * * *

I ask you to turn with me to Friedrich Froebel. He defines education, as that training which leads a man to clearness concerning himself, to peace with nature and to unity with God. Who among us has attained unto this form of education? How many of us know clearly and definitely our own weak points and limitations as well as our strength and power? How many of us are in such harmony with nature that we obey her laws without rebellion? How many of us have come into that unity with God which makes us realize that all things work for good—and yet this should be the result of right education. Froebel does not leave his lofty conception of education in an abstract theoretic form. To his poetic mind, sympathy with God and all his creatures comprehend the opaque clond of facts and he sees ever-living principles behind those facts. He realizes God's message in the simplest thing he has created. He hears God's voice, not only in the Book of Revelation, but also in the laws of Nature: he sees God's image in the humblest village child

with whom he comes in contact : he realized those words of Christ, "These are my brothers and my sisters," as but few of us have comprehended them. God was to him an ever-living, ever-present Friend, not an abstract kind of being to be worshiped at stated periods in stated ways, and then to be forgotten meantime. The great world poets have understood the human heart, and have spoken to it even as God spake unto the early race, as Christ spake unto the multitude by means of parables or symbols. It is thus that Froebel would have us teach the little child.

TENNYSON'S "POET'S SONG."

The rain had fallen, the Poet arose

He passed by the town and out of the street,

A light wind blew from the gates of the sun

And waves of shadow went over the wheat ;

And he sat him down in a lonely place

And chanted a melody loud and sweet

That made the wild-swan pause in her cloud,

And the lark drop down at his feet.

The swallow stopped as he hunted the bee

The snake slipped under a spray,

The wild-hawk stood with the down on his beak

And stared with his foot on the prey,

And the nightingale thought, "I have sung many
songs,

But never a one so gay,

For he sings of what the world will be

When the years have died away."

THE INTERNATIONAL KINDERGARTEN UNION.

AN official circular has been sent forth by the International Kindergarten Union, which we reprint in full, as one of the most important and valuable documents ever brought before Kindergartners. It cannot fail to inspire an active interest on the part of all connected in any way whatsoever with the new educational movement. The circular reads :

The International Kindergarten Union promises to be one of the most important movements ever undertaken for the education of little children. No department of education is receiving more intelligent attention, from the best thinkers in educational circles, than the Kindergarten. Its influence permeates every department of school instruction, and promises to be a still more important factor in the future.

The principles underlying the Kindergarten system are the groundwork of modern primary education. An intelligent interpretation of philosophy and method is being presented by many independent workers in various parts of the world ; something like a complete system of primary education is being slowly evolved from the repeated experiments of these investigators. Much of value to the world is being lost from the lack of co-ordinated effort and some common channel of communication.

The International Kindergarten Union was formed to meet this need : It seeks to unite in one stream the various Kindergarten activities already existing. Its function is to supplement, not to compete with ; to co-ordinate, not to supplant, the agencies which are already at work. It will combine the advantages of central council and suggestion with local independence and control. Its mission is to collect, collate, and disseminate the valuable knowledge already attained and to inspire to greater and more intelligent efforts in the future. It falls naturally into the spirit and method of the times, which is no longer that of isolated effort, but of concentrated harmonious action.

In most of the States the Kindergartens are outside of the public school system, in the hands of private societies. It is obvious that an International Kindergarten Union can deal only with large units. It is hoped that all of the Kindergarten societies in each State, whether pub-

lic or private, will unite to form one State organization for representation in the International Kindergarten Union. This plan, however, will not preclude individual and society memberships in those States, when no such organization exists. The great advance which has been made in the growth of Kindergartens in the recent past makes it hopeful that the time is near when there will be no State without such an organization.

The International Kindergarten Union is pledged to promote such organizations, and to the establishment of Kindergartens. It invites co-operation from public and private schools, churches, and benevolent societies of every kind and grade, which have for their object the educational interests of little children.

The establishment of a high standard of training for the office of Kindergarten has long been felt to be a necessity by those most intimately connected with the work. It is of the first importance that some standard be reached, that shall direct the future action of training schools in the preparation of teachers. The time is past when "anybody can teach little children." We are no longer in the experimental stage. No position calls for more native ability and thorough training. The Kindergarten must take her place with other trained professional teachers, if she can hope to hold her place in the great army of educational progress; she must be able to see that principles are more than method, spirit more than form, and organic relations to other departments of education of vital importance to success in her own.

It will be the work of the International Kindergarten Union to prepare an outline study, to advise its adoption, and to give aid and counsel, whenever they are sought. The Executive committee includes the leading Kindergartners of this country and of Europe. Their experience and knowledge give ample security that wise counsel will be given in all questions of importance to the cause. The International Kindergarten Union will be in close touch with the National Educational Association. It will receive inspiration and support from that large body of eminent educators. The Kindergarten Department of that body has already done much valuable work for the cause in this country. It contains some of the most experienced and intelligent workers; and to their influence is largely due the rapid progress of the Kindergarten cause in America. The International Kindergarten Union seeks to add but another round of growth by bringing into co-operation with it, many persons and societies who can greatly extend the range of its influence.

The immediate aim of the International Kindergarten Union for the coming year will be to prepare a fitting representation of Kindergarten progress at the Columbian Exposition at Chicago in 1893. This time will furnish an occasion for an interchange of views and an organization of forces for future growth unequalled in the history of the world. An International Congress is planned for this time, in which will be dis-

cussed questions of vital importance to the cause by the most eminent Kindergarteners of the world. Foreign correspondence is now being held to bring together products of the system in countries much older than our own. It is hoped that not only finished products may be displayed, in well graded sequence, but that practical illustrations of method may be given with the little children present.

The International Kindergarten Union will co-operate with the various States in their plans of exhibit, and with those in charge of the "Children's Palace," in carrying on the educational department of that admirable scheme. This will give an excellent opportunity to present a graphic view of a Kindergarten in actual operation. This plan will be more potent in claiming attention and in giving a knowledge of the system than reams of written work and finished products. It is true that much of the spiritual side of the system cannot be shown in so short a time by this or, indeed, by any other method, but the same objection can be urged with equal truth in regard to every department of the Exposition. It is understood that it is only the material and methodical side of every department which is being shown, and each will see in the whole, only "that which he has eyes to see." "The time for such propaganda" is not past, the larger number of people who will visit the Exposition will know as much of the essential principles and method of the Kindergarten as they know of the laws which govern the solar system, and while they may not be much more intelligent when they leave, they will know more by this than by any other method. This can be done without "making martyrs of children." Experience has proven this many times. They will take it as a part of their gala day, and rejoice in it, with no thought of any one but themselves and their work.

Many practical difficulties will arise, and much trouble and expense will be incurred, but the combined Kindergarten wisdom of the world will, no doubt, be able to meet them all, and to present an exhibition of progress worthy of the cause and the occasion.

The time is very short for all that needs to be done. The Union invites correspondence upon any and all departments of work. It strongly urges active and immediate efforts in forming unions of smaller societies in different sections, to co-operate as early as possible with the International Kindergarten Union. Certificates of membership will be forwarded upon receipt of names, and a full circular of information will be sent upon application to the corresponding secretary, Miss Caroline T. Haven, 109 West 54th Street, New York, or to the chairman of the Executive Committee, Miss Sarah A. Stewart, 1520 Chestnut Street, Philadelphia, Pa.

KINDERGARTEN AND PUBLIC SCHOOL.

III.

THE SCOPE OF OBJECT-LESSONS.

In applying to this particular case, the general principle that education shall be a living communion between the child and life in society and nature, the educator may keep two ends in view. He may aim at either a knowledge of objective nature itself, or at a thorough development of the faculties of his pupils. The former aim will be kept in view exclusively by him who makes the study of objective nature a profession. The educator, on the other hand, will have to keep in view the latter aim, *i. e.*, the evolution of the soul of his pupils, which includes the former.

Neither need any objection be made against the acquisition of so useful a knowledge. The educator must keep in mind, however, that a knowledge of objective nature is not the main end to be pursued. Desirable as such a knowledge is, the common school educator should not pursue it as an end in itself, but as a means only for achieving the general end of developing the faculties of the child. In the conscious pursuit of this general end of the perfect evolution of the being of the child, the educator will naturally have in mind an ideal of the perfect man to be evolved.

Although this ideal of a perfect human being may never be objectively realized, yet it must be the beacon-light guiding the educator on his way. The ideal represents a man who will enter with the whole of his life-force into whatever business he may have to do; whose being will be in full harmony with what he is doing; who will do everything he has to do with a clear self-consciousness and a knowledge of what is his duty and how it ought to be per-

formed; and whose power to do is fully as great as his knowledge of duty.

Among the most important duties of life is that of every man to take care of his own temporal well-being. "What good," says Pestalozzi, "is all knowledge to a man who does not know—to use an ancient saying—where bread comes from?" In this world of material needs, a man cannot be perfect without knowing where his "bread comes from," that is, without being a master of his trade, able to do the work of his vocation with proficiency. This practical ability is even more essential than a mastery of thought and will, because our very life depends upon the satisfaction of the needs of the body. The education of perfect men must, therefore, render them fit, not only for the general duties of life in whatever station circumstances may place them, but more particularly for an employment to life.

This does not necessitate that the common school teach any trade whatever. "It is not," says Pestalozzi, "the training of any kind of particular knowledge, special science, or technical skill, but the development of the forces of human nature in general, that constitutes the essence of education of all classes, from the richest to the poorest. All men without distinction shall be educated to be true men, and it is this general end which alone renders rules of education of universal currency and efficiency possible and necessary. When differences of faculty and occupations require education, the general rules must be modified to be applicable to the individual cases."

In this world of ours, the general and the individual are inseparably connected, and, in the same way, general and particular rules of action must always be conjointly applied to be true to nature. Children, like men, are individualizations of the general, or universal, force of life; that is to say, in every child which we have to educate, the general and the individual are combined in one. Or, every child requires that the general rules of education should be particularized to suit his individual case. The younger a child is, the more of the general principle will be found applicable. The older he grows the more pronounced will the individual peculiarities

of his being grow, to which the educator must pay attention. With younger children, therefore, general rules of education suffice. With older pupils, general rules must be modified to suit individual cases.

There are circumstances requiring the modification of general principles, chief among them the conditions of city life and those of country life. City children show a natural tendency to continue in the pursuits of city life and want an education taking account of this tendency, as country children will tend toward the pursuits of country life and claim an education in agreement with this tendency. It could not be otherwise, for the parents and friends of children, who are the most influential part of that world, in which all the life and thought of childhood is comprised, are standing with their thoughts and actions wholly within either one or the other of these two environments.

The law of psychological development demands such a stock of interests firmly rooted in the minds of children as the secure foundation upon which his school education is built. If the educator has to develop city children, he will, therefore, find it necessary to select objects for his lessons from among city circumstances, which would not serve well for educating country children, and *vice versa*.

The full force of this restriction is applicable to very young children only. As they advance in age, their spheres of knowledge and interests expand, and objects for study may be offered with ever increasing freedom of selection. The teacher of a country school may, therefore, appeal to the farm to supply him with object-lessons.

The circumstances can be made to serve two purposes. In the first place, it allows a very full application of the Froebelian principle to educate through a study of nature. In the second place, the farmer needs nothing so much in his business as a thorough knowledge of nature. Education by virtue of the study of nature would, therefore, seem to be the very thing which the farming population and the country school children most need.

People may object that the constant occupation with nat-

ure, which children raised on a farm, will follow from the cradle, will give them all the knowledge of nature they require. But this is a mistake. Such a practical course of education will give them all the knowledge which the old farmer, commonly the father, is able to communicate. But there will be no progress from one generation to the following. This stationary home education which has been prevalent in the country from time immemorial, has produced that peculiar condition of mental conservatism, or intellectual stagnation, which has made the farming population of all the countries of the world the most reliable support of traditional institutions and customs.

No teacher can follow this out in his work without knowing the law of mental development. For a full discussion of this law, the reader must be referred to any good standard work on the psychology of childhood. All that can here be mentioned concerning it, is this, that thought rests upon and develops from perceptions, which are obtained through sensuous impressions. This means to say that it is not book-knowledge which will develop the faculty of thought in the child. It is not a knowledge of the alphabet, of reading or book learning in general, if imparted too early, that will make the child a thinker. On the contrary, if the experiences hitherto made in the business of education can be trusted, the A B C with its concomitant studies, taught at a time of life when the child is not yet sufficiently developed for its assimilation, serves to stultify the growing mind rather than enlighten it, to check the natural growth and retard the development of the mind rather than help it onward.

Growth to the mind of the child comes through living experience. But the characters of the A B C are no living experiences or perceptions; they do not carry new sense impressions to the mind, and cannot be retained.

When a child receives a new and living impression of an actual object, he can assimilate it by comparison, which serves to determine and classify the new precept, *i. e.*, to comprehend or assimilate it as an additional concept. The new concept finds its place in the mind either as a new member of an old

stock of concepts already possessed, or it is found to be of a kind different from the stocks of concepts already retained, in which case it will form the nucleus of a new stock to be formed about it. This activity of comparison is natural to very young children and affords them satisfaction and pleasure. It arouses all the spontaneous zeal and interest of the child, which will not of itself cease until the concept has been fully understood and assimilated. A concept thus appropriated will be surely remembered without a special or forced effort of memory.

We are told of Thomas Chatterton, the boy prodigy of England, that he was unable to learn the alphabet and was put down by his teacher as a confirmed dunce. But when he saw the ornamental initial letters in an old Bible, the strange designs and contrasts of colors made such vivid impressions on his sensory that he learned the whole alphabet immediately and remembered it well. His remarkable natural capacities were unable, while he was a boy, to assimilate the plain, and to him meaningless, A B C. But when these meaningless signs suddenly assumed new and striking shapes, they impressed him forcibly and achieved with ease what a common course of teaching had failed to accomplish because it was not adapted to child nature.

An insight into the nature of the child teaches that new impressions must be strong enough to call forth a lively activity of the faculty of comparison. The degree of liveliness of this activity is easily perceived in the outward actions and looks of the pupil. The teacher must keep comparison active until the new precept has been assimilated, that is, till it is well understood. But no thought is well understood until it can be well reproduced. The best way of reproduction, according to Froebel, consists in the child's working out with his hands or limbs—that is, by his spontaneous activity—the ideas which he has in his mind. The well cultured adult is satisfied by reproducing his thought in language. To a little child language is no more than audible thought, and, therefore, not a reproduction, unless the idea has previously been objectively realized, so that in hearing language the previous

objective reproduction is recalled by memory and recognized as an experience previously made. The word experience here includes cognitions of our own acts as well as of our sensations and feelings. That is why Froebel insists that a child should learn to understand and know by actually experiencing, and, if possible, by making with his own hands, whatever shall be made known to him.

The object-lessons of the primary school ought, therefore, to include not only active sensory cognition under the guidance of the teacher, but also the active making of objects so far as it is possible. Many objects can be really made. Of many others not more than an image can be made. Such an image can either be a drawing of the actual shape as it is seen and handled, or a drawing of the name of the object only. The former way of representation of objects is known by the name of "Drawing," the latter by that of "Writing." In the beginning of the first primary year. Drawing and writing should proceed together with cognizing and speaking. Or, the object-lessons of the first grade must include observation with language, making or forming, drawing, writing, and reading.

A. H. HEINEMANN.

KINDERGARTEN SONGS.

ALL the collections of Kindergarten music which I have examined seem open to objection—but some more so than others. There is something so ideal in the Kindergarten conception, something which reaches out in so many directions into the later life of the child, for which every step in the Kindergarten is to be in some sense a preparation, that it is hardly to be wondered that composers fail when brought face to face with this mighty problem of writing music true to the heart of the child, and at the same time having in it the prophecy and potency of the ultimate musical taste which the grown-up child may be hoped to develop. It is a question of perfect *naïveté*, simplicity, yet perfect musical refinement.

The goody-goody book for children has passed into a proverb, and now and then a writer appears with the happy balance of faculties, permitting the divine maturity of insight combined with transparent simplicity and sincerity which delight the hearts of children of all ages. But in music this is not so easy.

Music is rather a new art, as arts go; it is also the art which lies nearest the heart. The pulsations of music, its onward moving, its ever-varying intensities of every sort, express the life of the soul with a truth and directness which no other art can equal. Even poetry, with the advantage of its vocabulary of words, and its accumulations of experience and insight, lags behind music, when it comes to representing psychical transitions and moods. Words move slowly, and at best are clumsy; the tone, with rhythm and tonality, with its responsive gradations of intensity, speaks immediately to the intelligent hearer. The child hears and understands. Understands to his limit of experience, helped out not a little by his imagination and intuition.

The great trouble with most of the music for children is that the composers are neither childlike nor musical. There are whole volumes in print for children which have not a single line in them proper to the end intended to have been subserved. For music comes into the child-life in two main aspects: as an *incidental*, a convenient method of securing pleasant attention and simultaneous utterance, as in marching songs, and the like; and as *educational*, as in devotional songs, the songs of home and so on. Now the general impression would be that it need not matter whether the music of the first class possess artistic quality or not, since its prime object is merely that of securing unity in the action.

But here we come upon a deeper principle. There are musical forms (artistic songs) which while securing all the external ends of the shallow marching songs, at the same time have in them seeds of eternal life. So while the child sings them his feelings are kindled, and certain musical expectancies form themselves in him—which later find their full realization in poetical music, like the sonatas and symphonies of the great masters. For the great masters are not the incomprehensible composers, but the comprehensible ones—those which in the long run appeal to the greatest number, because they have in themselves more of soul-life. So it is not a matter of indifference whether even the more elementary forms of children's music are common in quality. There is an education in merely wearing silken garments. Nor is it entirely external.

But when it comes to the child-songs of the educational class, then it is that quality is of pre-eminent importance. In some of the books that I have examined we find chorales and church tunes of like character, which modulate, and are therefore beyond the proper ken of children's comprehension, unless so written that the parts actually sung and played contain the modulations entire. This is not the case with all of them. For instance, in the song, "Can a little child like me," by B. L. Story, there are many modulations of a character not legitimate at the stage of musical development represented by children of from five to ten years of age.

I may be a bit old-fashioned, but I believe that Kindergarten songs ought to be diatonic and very refined in melody. If I were to name two composers who appear to me to have written melodies best adapted to educate, interest and refine the musical perceptions of children, they would be Mozart and Schubert. These two might have been children a thousand years, so simple, direct, and purely melodious are their works. Of all the American writers the one who if he had lived a few years later might have written Kindergarten melodies of quality far above the average was William B. Bradbury. He had the knack of the tuneful, and of what a German friend of mine calls "the thankful" to sing. His music fits the voice, the ear, and the feelings.

We have entered upon a stage of musical development which is unfavorable to the production of music for children—except by musicians of the highest class. The lower luminaries either know too much and want to tell it; or else they do not know enough. Some of the most charming songs for children are those of Reinecke, of the Leipsic conservatory, a fine pianist, great composer, and for nearly thirty years director of the Gewandhaus concerts. In this country as yet the musicians of the higher class have not entered this field. Dr. William Mason has written a few songs for children which, are both childlike and musical. But there are only two or three of them. I believe that from certain German composers some very beautiful and refining songs for Kindergarten use might be gathered. Among the names which would appear in such a collection would be those of Reinecke, Gurlitt, Heller, Mozart, Schubert, and perhaps a bit of Grieg.

As for the American composers, as yet they are not quite poetical enough. In the effort to write takingly and simply they do not pass beyond the grade of jingle. Child-life is not enough to them a religion. The standpoint is wrong. The musical editor of the future will have to come back to the principle of becoming as a little child, in order to discern the kingdom of heaven—to manifest which is the great object and end of child music. Tone is idealistic in and of itself, and tune in its best estate is highly so. The religion, the

poetry and the imagination of the child may be strengthened through the exact use of music to a degree which the most advanced educators have but momentarily conceived, and never realized—for want of proper material.

W. S. B. MATHEWS.

How do you go to By-lo-land, to By-lo-land, to By-lo-land ;
Over the waves to Nowhere, and to By-lo, By-lo-land ? "

Across the sea of memory,
All in a beautiful boat we glide,
The golden dyes of sunset skies
On every side, on every side.

Now we are off to By-lo-land, to By-lo-land, to By-lo-land ;
Over the waves to Nowhere, and to By-lo, By-lo-land.

The bright hues fade to a sombre shade,
' And murmuring waters lap our boat ;
Our sail droops low, more slow we go,
As over the harbor-bar we float.

Now we draw near to By-lo-land, to By-lo-land, to By-lo-land ;

Into the harbor of Nowhere, and near By-lo, By-lo-land.

Never a rock our boat will shock
On the foggy shore of By-lo-land.
Never a sound as we run aground ;
Our keel glides softly on the sand.

Now we have come to By-lo-land, to By-lo-land, to By-lo-land ;

Into the harbor of Nowhere and to By-lo, By-lo-land.

ARCH O. CODDINGTON.

EDITORIAL NOTES.

TO EVERY SUBSCRIBER OF THE KINDERGARTEN MAGAZINE we take great pleasure in announcing that we will inclose with the December Magazine to each of our subscribers, the first number of the new ideal children's monthly, called, *Child-Garden of Story, Song and Play*, to be published supplementary to the KINDERGARTEN MAGAZINE. It will be devoted to child literature of the most wholesome order, bringing each month a supply of such fresh and beautiful things as every mother and Kindergarten will hail with delight. There will be art illustrations, science stories, sketches, music, games and lessons, specially prepared to be put into the hands of little ones. This will supply a long felt need of a true child's periodical, from the highest standpoint of modern education ; young enough for those beginning to read for themselves, and true enough to have meaning for the older ones. *Child-Garden* will be supplementary to the KINDERGARTEN MAGAZINE in the best sense, allowing more space in the latter for technical and professional work, without depriving our readers of the suggestive stories and plays so essential in their work. *Child-Garden* will be edited wholly from the Kindergarten standpoint which is also that of the child.

THE Symposium on Women's Dress, published in the October *Arena*, presents many sides of this vexed question which are of peculiar interest to teachers. Both men and women express their personal opinion on this topic and Grace Greenwood gives an autobiographical sketch of her own sufferings and growth out of suicidal dress. The movement is being looked upon more and more as a natural, irresistible step in

progress, rather than of a reform urged by such women as are always found preaching some new "right." In the number referred to above, Mr. B. O. Flower, reviews the stately progress of woman in the nineteenth century and proves this next step toward rational dress an inevitable fruit of the past. In closing he says: "In behalf of art, grace and beauty, which have been so remorselessly outraged by fashion during the past generation; in behalf of that comfort of body and physical development which are absolutely essential to the proper unfoldment of the soul life; and in behalf of the physical life and health of the rising generations of womankind, as well as the race of the future, let the marching orders be given, and let no retrograde step be taken." Teachers and Kindergartners are everywhere falling into line with this movement toward rational dress, since the necessary freedom and exercise of their work demands it. When use, which is the excuse for beauty, is clearly defined in the mind of the wearer, her apparel will assume form and proportion. A gown made for a purpose, to fill certain requirements and conditions, cannot be otherwise than a success. Instead of compromising to the extent of having a so-called "serviceable dress" which will do for all occasions, have several simple, but complete ones, each made appropriate to certain distinctive uses, requiring varied qualities. Let us hear from Kindergartners on this to them vital subject, either in notes from their own experiences, or practical suggestions as to how to make the transition from the old to at least a better outer expression of our inner sense of beauty and freedom, a clothing which shall more truly express the individual.

THE leading educators of this country, including the state superintendents of public instruction, presidents of colleges, and the National Commissioner, met in Chicago early in October, to discuss the situation of little or no room for an educational exhibit at the World's Fair. A committee of twelve was appointed to meet the Columbian Commissioners and enter protest against the limitations being placed upon

this most important exhibit. This hearing resulted in consideration on the part of the commission favorable to a separate building and appropriation for this work. The matter is not yet fully decided but will doubtlessly be carried into execution according to the best interests of American and foreign education.

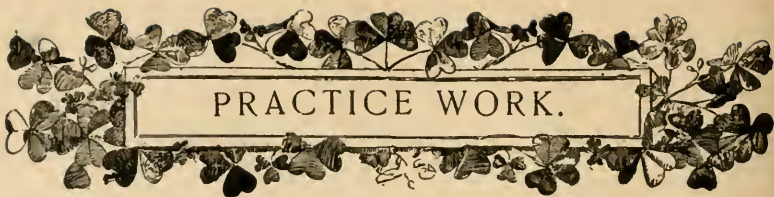
THE announcement of the death of Lord Tennyson has sent hundreds of his fond readers back to the old familiar poems and passages, all proving the truth that he is not dead, but lives among us a testimony of how men live forever in their works. We print on another page the "Poet's Song," which has ever been a rare and complete picture to those with eyes to see, and ears to hear.

CENTRAL MUSIC HALL, Chicago, was the scene of a most attractive picture on the Saturday morning of October 15. The main auditorium was filled from top to bottom with the boys and girls comprising the Children's World's Fair Chorus, gathered for a final rehearsal of the music program. The boxes were overflowing with friends and chaperones of the singers, all filled with the same sweet enthusiasm. Mr. Wm. L. Tomlins, from the stage, was directing the fifteen hundred in his happy, humorous and yet homespun way, the children responding to every requirement of mood or music in the most natural manner. This prelude to their share in the great day program, was an index of its success. These children fully appreciate the greatness of the occasion, and are masters of it, for they pour out the sweetest, purest and surest volume of tone that master has ever sought to call forth. In their rendering of a certain passage of the Columbian ode, "Love shall reign supreme," their voices sounded in a melody of benediction to every part of the room, and to every heart of the listeners. The actual happiness, joy and love which these children put into their music fulfills its mission to the fullness.

THE teacher in the rural district has an opportunity to retain the family atmosphere in her school-room, as is impossible in the city graded schools. The older and younger children mingled together retain that helpful and informal spirit which should pervade every assembly of fellow-men. The more advanced pupils can help those younger and behind them in work, and the teacher finds herself developing a wonderful capacity to utilize every child in his own individual way. If she but realizes the opportunity before her, she can become an actual *mother* to the whole community, and shed a broad, sweet influence over her large family.

THE many friends and students of Miss Susan Blow will be glad to learn of her improved condition, and of her continued zealous interest in the growth of the work. Miss Blow was elected to serve not as is generally supposed during the year 1893, but for 1894, since the N. E. A. gives way to a special Educational Congress called under the management of the Columbian Auxiliary Congress. This special organization will have full charge of all matters pertaining to education during the Columbian Exposition. In the true modesty of greatness Miss Blow says in a recent letter: "I am very grateful not to be quite forgotten, and am only sorry that I am not able to work for the cause I love. I rejoice in the thought that so many able and earnest women are now devoting their energies to the Kindergarten."

"My daughter has been reading a little on 'Kindergarten.' She likes it but is going to learn to be a typewriter. That pays pretty well, you know." The speaker was an intelligent woman well-advanced in years, well-to-do in money respects. She had an only grown daughter and her comment above only reflects the thought of so many similarly situated. Yet, what a mistake to choose for a child on the basis of "what will pay best" when the only question a parent should ask is "What will best and most develop my child?"



DIVINE PATRIOTISM.

Many Kindergartners have reported to us successful and happy work with their children and Columbus. A fervor of the deepest nature has been expressed voluntarily by the children, and has seemed to envelop all their every-day work. The beneficent results of this feeling can scarcely be measured. The teachers of this entire country, and they number many thousands, are filled with unwonted patriotism, which cannot do other than lift their schools up and out of all old ruts and limitations. They have had an unprecedented occasion to feel the current of universal thought and follow with it.

Traditionalism has been forced far out of sight in school work by the national enthusiasm generated by the special commemorations of the present year.

The Thanksgiving season follows closely upon all this, and we prophesy that an unusual sense of gratitude and loving tenderness will be felt throughout the Kindergartens. We do not present any extended Thanksgiving suggestions in this number mainly on this account, feeling that the special work of this holiday will grow most naturally and strongly out of the preceding celebration.

Interesting comparisons can be made between the aims, voyages, experiences and hardships of the Puritans and Columbus, which the children will carry forward themselves, by their natural energy. It is not necessary to drop the Columbus work, if the children are not finished with it, until their eagerness to possess all is satisfied.

The faith which brought Columbus to discover America, brought also the Puritans.

MOTHER NATURE'S THANKSGIVING.

Children, would you like to know about the greatest mother there is,—greater than all the other mothers put together? She lives in the big Brown-house, which is larger than all other houses in the world, where she makes a home for all Mother Nature's children.

She has such a big lap that all her children can get into it and keep warm, when Mr. Northwind blows a cold breath.

Her children are so many that we cannot count them all—but she looks after even the very smallest.

Mother Nature loves the color fairies and they love her, and whenever she wants new dresses for herself or her children she looks up to the great, warm Sun and he sends his Rainbow fairies with red, blue, yellow and every color you can think of, for the dresses of Mother Nature's children.

In the Spring she generally asks for green dresses, and in the Summer every color she likes. Then in the Autumn. Oh! then is the time that red, yellow and purple, brown and orange are the favorites.

What happens do you think in the great Brown-house every Fall? Mother Nature has a Thanksgiving party. It always takes a year to get ready for it, even though she has a great deal of help.

The warm Sun and all his fairy rays, Lady Moon and her little Beams, Mr. Wind and the little Breezes and the great Storm-cloud with thousands of Snowflakes, all of these are her helpers working with her for a whole year to make ready. It is such a large party, for all her children with all their families are regularly invited.

Little Jack Frost helps too,—he carries the invitations. He is just the one to do it for he is so quick and quiet, and never forgets what Mother Nature tells him to do. He will run up the trees, will whisper to the nuts and the leaves, "Put on your brightest dresses for this is the time to get ready for Mother Nature's Thanksgiving party—she sends her love, and says to come as soon as you hear Mr. Wind begin to play the march." Then down he slips to the potatoes, beneath

the ground, and tells them to come to the party in their brown coats.

Then he hurries to the orchard and gives the Apple families their invitation. The Red Apple family and the Greens and Russets all are to come in their shiniest coats.

He is so nimble that he can climb a grape-vine better than a squirrel, so he is up to the grapes before you can count, and to them he says: "Mother Nature sends her love and wants all of your family to be at the Thanksgiving party." And this same thing he said to the yellow Pumpkins and their cousins, the orange Squashes. The Corn family and the tall yellow Wheat he also invited.

After the invitations are out Jack Frost hurries away to tell Mr. Wind that he must be on hand to make the music.

"Mr. Wind, Mother Nature wants loud and soft music, fast and slow, and plenty of it. So be there early, to play the first march." At last everything is ready. Mr. Wind gives his call, and down come the Leaves in their yellow, red and brown dresses. The Walnuts and Acorns, too, hurry down—the Pumpkins and Squashes with all the Apple families and Potatoes come rolling in. Slowly across the field come the Cows with their milk and the Sheep with their wool. Mr. Frisky, the Squirrel, sits up in his tree, and enjoys it all, for he knows that his turn will come after a while.

You ought to hear the music of Mr. Wind's band and see the merry time they all have. Mr. Robin sings his best "Cheer-up" song and flies south—but Mr. and Mrs. Sparrow stay until it is out, enjoying everything along with Mr. Frisky.

When everybody is truly happy, and Mr. Wind stops for a little rest, Mother Nature smiles kindly on her large family, and says to them, "Now my dear children we have had such a busy year, and such a happy party, I wish you would tell the great, warm Sun why you are thankful to-day." Thus bowing her head, she says so softly, "He is up so high that he can tell the Heavenly Father what you say." She beckoned to the tall Wheat first and said, "Why are you so glad to-day?"

The Wheat made answer, "Because I make such white flour, and I know the children of the earth love sweet bread."

The yellow Pumpkins came next, and said: "We are happy because we are so round and yellow, and make good pies for Thanksgiving dinners." "Of course you do," said Mother Nature. "Now my Red Apples why are you happy?" "Oh! because children love us so," they said together. It took a time long for them all to give their thanks. At last when all were finished, Mr. Wind played the Thankful Hymn, and all the children went on to their winter homes for a quiet rest. Mother Nature put all the seed babies to sleep in their little shell cradles, and then began again to get ready for the next year's Thanksgiving party.

Thoughts for the Story-Teller.—Before choosing a story would it not be well for us, story-telling Kindergartners, to ask of ourselves and our stories a few questions? Namely:

Does this story illustrate a thought, an idea, a fact? Will it give to a child's mind a presentiment of a truth, which we hope his thought will some day wholly grasp,—his heart approve—and his will perform? Does it help the mind to gain a habit which shall be upbuilding in its thinking—that is, a positive habit; or has it that negative element which feeds the tearing-down, destructive habit of mind? Does it appeal to his highest imagination, through the medium of correct facts? Will it enlarge his sympathy with nature, with humanity, and will it help him to know God as his Father?

Every story should be linked to the child's experience, should be told for childish ears, in childish language. One idea is enough for one story, and should be made clear by the dramatic action of one or two persons, or by a simple and judicious personification of Nature.

Let us not make common what God has made mysterious, or we cannot maintain true reverence. There is need to make Nature live and act before the child's fancy in order to arouse that sympathy which precedes knowledge,—namely, true feeling—reverence.

If we wish to arouse an interest in any fact or idea, we have but to center this fact in the action of a child, and the

attention of our little listeners is gained and their interest is held.

In this very simple story of "Mother Nature's Thanksgiving," we wish to introduce, upon the physical or natural plane, the idea of Thanksgiving Day. We also wish to give a feeling of that spiritual thought which should be back of this home festival in the hearts of each and all of us.

What material things have I to be thankful for this year, is not the only self-question; but what have I gained that is of the highest use to my highest self, that is worth giving in gratitude to humanity and to my Heavenly Father?

Incidentally, and of value in the definite working out of the story in the Kindergarten is the color, form, position, size, distinctions in sound, etc.

This story should be followed by a story of a home Thanksgiving party, for instance at Grandma's, then the "Real Thanksgiving" comes, the historical story of the Pilgrims' first Thanksgiving at Plymouth.—*Mary E. McDowell, Evanston, Ill.*

BUSY CARPENTERS.

The carpenters employed by the St. Paul Board of Education, were busily engaged during the months of July and August, making furniture for the Kindergartens that now render more complete and cheerful twenty of the public schools of this city.

The children of the Pioneer Kindergarten, as the Sibley School Kindergarten is termed, never tire in expressing their thanks and praise to the carpenters for the pretty little tables, neat cupboard, dainty screen, and the many favors he has rendered them.

This Fall the little people of the Kindergarten have taken especial delight in being carpenters themselves, making miniature chairs and tables, from the Third and Fourth Gifts, gay circles from the lentils, and folding cupboards, pianos, etc., for the new Kindergartens of the other schools, thus aiding the carpenter in spirit, at least.

Our school building is conveniently near a beautiful little grove, and the children are continually bringing a variety of autumn leaves ; specimens of wood and bark from the elm, oak, box elder, birch, maple and linden trees, thus enabling us to blend with this industry the nature observation most nearly related to it, for labor is indeed elevated by the study of nature.

Columbus day coming in the month of October, we have been enabled to connect labor, history and industry. The following program will give an idea of the daily sequence, but the enthusiasm of the children can only be imagined.

First Week :

MONDAY.

Conversation. Apple tree in front of carpenter's house.

Gift. First Gift, red ball. One child selected for tree, red balls representing apples.

Games. Children go into the grove to play games—"Busy Children," Buying and Selling.

Occupation. Model apple in clay.

TUESDAY.

Conversation. Story of carpenter taking his little boy for a walk in the grove. They find a wild crab-apple tree. Little boy gathers apples, and names the tree. Under another tree he finds some acorns and is led to observe the oak tree.

Gift. Make grove of trees from sticks. The lentils representing leaves and acorns.

Occupation. Model acorns from some which they have gathered.

WEDNESDAY.

Talk of lumber regions. Men go into woods to chop trees. Logs left on ice, float in the spring down to the mill.

Gift. Second Gift—cylinder represents log ; cube, laborers' huts ; and sphere, the master logger.

Games. The stream, wind and bird games.

Occupation. Draw hut, men and logs.

THURSDAY.

Talk of saw mill.

Gift. Triangular tablets—make circular saw.

Games. "Sawyer," "Give said the little stream."

Occupation. Reproduce circular saw in parquetry.

FRIDAY.

Talk of lumber and for what the carpenter uses it.

Gift. Third Gift—Carpenter builds himself a shop.

Games. Carpenter and sawyer.

Occupation. Fold house.

MONDAY.

Second Week :

Children bring variety of autumn leaves. Talk of leaves and different kinds of wood carpenter used.

Gift. Fourth. Begin interior of carpenter shop, making bench and plane.

Games. "Carpenter," "joiner," and "Come little leaves."

Occupation. Sew oak leaf.

TUESDAY.

Continue talk of leaves especially, of oak tree in front of carpenter's house.

Gift. Fourth. Repeat carpenter's bench—Add saw and saw-horse from three-inch sticks. Nails made from one-inch sticks and lentils.

Games. Carpenter, Sawyer, Joiner and Nailor.

Occupation. Weave mat for carpenter's threshold.

WEDNESDAY.

Conversation, concerning what carpenter makes for Kindergarten.

Gift. Third and Fourth. Make chairs and tables.

Games. Children play appropriate games in the grove. Gather autumn leaves and caterpillars.

THURSDAY.

Talk of different articles of furniture in Kindergarten, and the wood from which they are made.

Gift. Third and Fourth. Repeat chairs and tables, add two circles of colored lentils, for children's games. Make easel for Froebel's picture with three-inch sticks.

Games. "Come little leaves," "When we're playing together," "Carpenter."

Occupation. Fold piano, and frame for Froebel's picture.

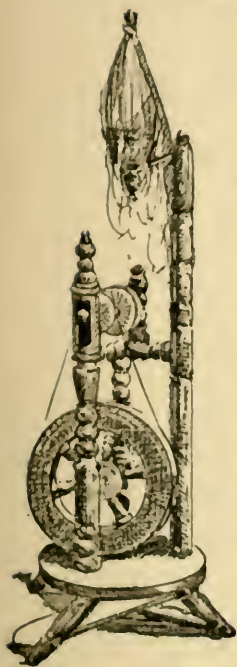
FRIDAY.

Complete Kindergarten by adding Second Gift beads for children. We have endeavored each day to add a new article of furniture until the miniature room was furnished in exact imitation of the Sibley Kindergarten.

In this sequence the children have unconsciously received a correct impression of drafting and geography, as the cardinal points were playfully emphasized by associating each direction by an article of furniture.

Games. Children go into grove to give the carpenter a party. We very fortunately found some thorn-apple bushes, which suggested a happy introduction to the story of Columbus.—*Juliette Pulver, St. Paul.*

SPINNING WHEEL SUGGESTIONS.



From the beginning of time, even before the legend of the Golden Fleece, a wonderful symbolism has been associated with the thought of sheep and shepherds, green pastures and snowy white wool. There is a meaning in this, for the pastoral instincts of the early peoples were as true and expressive of their inner being as are those of little children to this day.

A tendency far from that of the mild shepherds of old, is said to be growing upon the modern child. He is described in many instances as high-strung, nervous, fitful in temperament and not easily guided. The Kindergarten finds many ways and means for antidoting and displacing this tendency, and has often turned back to the shepherd and his sheep for her inspiration.

Searching out all the many beautiful pictures in which the fleecy, gentle lambs are grazing, gambolling, or quietly at rest, —reading and telling the stories so full of that pastoral element of simplest nature, (such as the stories of Moses on the mountain-side, David, the Shepherd King, and the shepherds who followed the Star in the East,) or a more modern book of George McDonald's, which is permeated with the same spirit, —"Sir Gibbe,"—will bring us into this atmosphere.

The great reflective mood which comes over the children through the consideration of these word and sight pictures, will soon demand action,—for it is in itself creative. There are songs through which they may express the inner current of feeling, such as Reinecke's, "Spinning Song," not necessarily worded about the sheep, but full of simple melody and fond pictures. There is a painting by one of the old masters, representing the boy St. John leading a lamb, which is a bene-

diction in its sweetness, the figure and face of the child fully embodying and radiating with pastoral peace.

To bring to the children of to-day in any degree, that depth of feeling which flooded the shepherd out alone, in the pastures, under the blue or starry sky, with the silent and peaceful companions over whom he keeps watch, cannot fail to touch that nature which marks every child as akin to prophet and poet.— Sir Edwin Arnold has themed this thought in “The Light of the World,”—

“Souls that are quiet and still,
Hear the first music of this
Far off, infinite bliss.”

The true normal child mood is not only receptive; but reflective, and *action* flows and grows out of it invariably. The industries associated with the shepherd period in history, were not only primitive, but representative of that unquestioned true sense of labor, like the spinning-wheel, which turns ever on and on, accumulating its slender threads little by little into beautiful though homespun fabrics.

As a child, no story made a deeper or more reverential impression upon me, than that of the grandmother spinning through the long winter evening,—and keeping time to the busy wheel with her thought. George Eliot has embodied this almost mysterious feeling in the story “Silas Marner, the Weaver of Raveloe,” whose shuttle’s constant coming and going weaves a background, as it were, to the life of the child playing about him.

The spinning-wheel and weaving loom have come to stand as emblems of industry and thrift.

If the Kindergartner or the teacher, or the mother can bring her children back to this primitive sense of labor which takes no account of the effort or the comparative result, but works on and on in its appointed way, there would be more joy and gladness woven into the world’s work. Having such an end in view, let your children play at being shepherds; let them watch their flocks tenderly; let them build stalls and barns, and gather the harvest of wool, to be cleaned, carded

and spun,—let them see the processes of all this transforming of raw materials through loving industry, into the useful and beautiful. To have a purpose back of all this detailed out-working of a topic, is the key to true Kindergarten effort. It then ceases to be an accumulation of facts or even experiences for their own sakes, and begins to make unto righteousness,—placing the child where he feels, and desires to express that feeling in holy works. Our frontispiece is a reproduction of a Study by Jules Breton, which typifies the serene industry of peasant life.—*Amalie Hofer.*

ALL active, busy Kindergartners are invited to send in notes of their December work, for our Christmas *pot-pourri* Practice Department. Short outlines, suggestions, songs or new rhymes, will be appropriate and helpful. All items must be in our hands by the 15th of November, giving us time to illustrate and arrange to the best advantage. The Practice Department belongs to Kindergartners, and the voluntary contributions are of mutual advantage to the writer and the reader. This is the World's Fair Volume of the KINDERGARTEN MAGAZINE, which will be of peculiar value for all future reference. Let it be stamped as eminently practical, and representative of the workings behind the scenes, the results of which will be exhibited in '93.

WILL some one who is much wiser than I, and more experienced, tell me how to get over the fear of program work? Every time I sit down to plan my work, and put my thoughts and ideas in order, I find how little I have, and become utterly discouraged. Are all Kindergartners successful in working out their programs after they have beautifully arranged them? Thanksgiving is coming, and I dread to think of the jumble of gifts and occupations that will stare me in the face, when I try, for I do try, to bring the so-called spiritual truth to the surface through them. I have had what is considered good training, but now that I am thrown upon my own resources, I am entirely at sea.—*Jamie Ellis, Brocton.*



EVERY DAY IN THE WEEK.

Tuesday is another *such* a long day !

There are all those clothes in the basket that must be looked after. How many, many things our mammas do have to think about in order to keep us neat and tidy. Who can show me something that has been ironed so smoothly, and folded so carefully ? How many clean handkerchiefs we have this morning ! The children will ask to sing " My handkerchief I brought to-day," and " This is the mother so good and dear." Let us try to think of some of the things of which mamma has to think Tuesday morning.

What is the very first thing ? The stove, then the irons, ironing board, stand and holder, covering for table, wax and so on.

Mabel would you like to show us how to iron and then we can all try ? Yes, forward and backward, to and fro, till the wrinkles are all gone. Listen to the piano tell you about it. (" Ironing Song," E. Poulsson.)

" Hot irons ! hot irons ! all ready to use,
Hot irons ! which one will you choose ?
As forward and backward, we move them about
The wrinkles and crinkles are quickly smoothed out.

" Hot irons ! hot irons ! must never stand still ;
So rubbing and pressing we work with a will,
Thus all the long morning the irons we guide,
Then fold the clothes neatly, and hang them aside.

Let us play we were all busy little housekeepers and iron and sing—singing makes the irons go smoother and faster and helps a great deal.

Jennie wants to tell us how she *truly* irons ; this starts

others, and those little children tell how they can and actually do iron, handkerchiefs, napkins and towels.

Mothers, why do you not give the children more chance to help you?

It may take a little time and patience at first, but it will assist you in the end, and give the child a feeling of usefulness and pleasure in the thought that he is really your little helper.

After the thumbs and fingers have had a little dance to prepare them for work, we go to our tables, and find so many things to do.

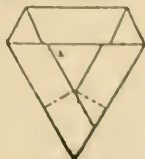
The stove can be made with the Second, Third, Fourth and Fifth Gifts, as shown in work for Monday, and the children will improve on the ones they made then, working quite as heartily for ironing day.

Next we will get the table or ironing board ready. Here is one made with the Fourth Gift—a paper or handkerchief, could be used nicely, at the children's suggestion, for a blanket and sheet. We will use the series of triangular



folding to fashion our iron and stand, giving a clear dictation for the children to follow. Small pieces of paper cut and pasted will serve for the handles, and give quite a realistic effect. After the older children have

completed the dictation like to make another "selves" to present to The same dictation folded out, instead of



With the triangular tablets for irons, number lessons can be planned. The necessary iron holder can be made any pattern desired, by using the weaving mats. And now we are ready to smooth out the "wrinkles and crinkles."

I am sure they would iron, "all by themselves the younger children. with the corners in, makes the stand.



Now for the clothes. Our little ones could use the balls to get the forward and backward motion, and afterward



fold their own little "handkers," making the corner touch. The older children could have folding lessons; squares, for napkins, sheets and table-cloths, and oblongs, for towels and pillow-cases to fold neatly and hang on the bar or pile away in baskets.

The towels could be edges with scis-

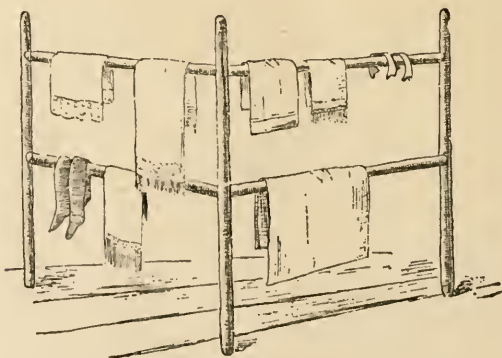


fringed by cutting sors. Free-hand cutting require just

as much care and are just as much fun as making doll patterns. As for the games, put them in the hands of the children and they will use chairs for stoves and benches, children for baskets, blocks for irons and many things of which a "grown up" person would never think.



Teachers and mothers, do not worry and think this work is only for the *girls*. Try the boys once and you will find they are equally interested and quite as good helpers as the girls. It will enable them to realize what a woman's home duties are and help to make them better men. We all know the value of a "handy" man about the house.—*Mary E. Ely, Chicago.*



PRACTICAL POINTS.

About thirty of the directors of Kindergartens connected with the Chicago Kindergarten College met, with Miss Harrison on the first Tuesday in October, to discuss, informally, methods of the opening week of Kindergarten work.

Several of the older directors gave an outline of their general program for first week of work with the children. Some was the work arranged for the Kindergartens recently adopted by the public schools of Chicago; some was for the Kindergartens in the more destitute districts, which are still supported by the churches and benevolent societies, and some illustrated work as carried on in the smaller private Kindergartens under more favorable circumstances. Quite a variety of work was thus brought out, the underlying principles and aim of each being, however, the same for these beginning days; namely, to win the confidence and sympathy of the children, to aid them in the use of their own bodies and to give them conscious power over their sense perceptions. "Why," asked Miss Harrison, "do you give first games for the development of the muscles and senses, before you introduce your dramatic games?" Instantly half a dozen hands were raised and the class decided that the mental powers were more readily awakened by the direct impressions made through the guessing games, in which the senses one after the other were called upon to recognize objects, and by the marches, gymnastics and ball games which exercised consciously and definitely the muscles, than by the dramatic games, which called more upon the imagination.

"When would you introduce the dramatic games?" was asked. "From the very beginning," was the reply, "but they should not be emphasized until the children have become somewhat used to their teachers and have acquired a definite command over their own bodies." One of the directors then told of a little game invented by her in which the dramatic element was unconsciously introduced. It consisted of a march in which half of the children walked slowly along while the other half sang, "See our children walk, see our children walk, see our children walk slowly along;" the first

half then became the singers, and the second half ran, and the words of the songs were changed into, "See our children run, see our children run, see our children run swiftly along," again, the second half took up the chorus and the first half became the performers, skipping gaily around the room in line. The words of the song now became, "See our children skip, see our children skip, see our children skip gaily along;" this was followed by a change of parts again, the first part becoming the singers and the second part the actors, and the words of the song were, "See our children fly, see our children fly, see our children fly freely along." This was easily connected with a bird story when the children again took their places at the table, which in turn was followed up by one of the bird games of the first gift. "Could not this game be changed," asked another director," so that all the children would take part in it at the same time?" "Yes," replied the leader, "provided the director and her assistants become the musicians. We must guard against having the children sing while taking violent exercise. Which would be the higher form of the game?" "The first." "Why?" "Because the children not only learn to do but to participate in the doing of others, or, in other words," said one bright-faced girl, "they begin to learn that to wait is sometimes as great as to do."

"What is the easiest way of introducing the dramatic games?" asked Miss Harrison. "Usually through playing them with the balls at the tables," was the reply, "and then reproducing them by the children playing the part at the circle taken by the balls at the table." One director told of having drawn the children into fine and unconscious dramatic action by teaching them Froebel's little finger game of "What's this, what's this," and then allowing the children to play at the circle that they were the fingers upon a giant's hand, each one bowing or skipping as his turn came.

Another director gave a very amusing account of her experience upon the opening day, when through a mistake in the address, her materials had not reached the place. "A set of children, a Kindergartner and natural mother-wit, ought to

be enough," said Miss Harrison, "to bridge over any such emergency. What did you do?" "While I was teaching the children a song," said the director, "I sent my assistant out in the neighborhood to purchase a rubber ball. We then played bouncing the ball, catching it and rolling it back and forth. We next went to the play circle, had a march, replayed the ball games and came back to the seats when a story of Charlotte and the ten little dwarfs was told to the children and they were dismissed." "What were you attempting to do?" asked Miss Harrison. "To win the sympathy of the children in the first place, and to occupy them with some pleasing activity, so as to prevent restless disorder, as there were nearly forty of them there."

The second meeting of the Program Class occurred October 11. The subject of Columbus, and how the story of his life was to be woven into the week's program was the first question asked. A lively discussion ensued, some of the directors arguing that to break into the continuity of thought which they were just beginning to establish, by introducing an entirely new subject, would be harmful rather than healthful to the children. Others reasoned that the gorgeous pageant which was soon to fill all eyes and minds must necessarily become a part of the children's lives, and that some connection or explanation must be made, else they would not be following the fundamental law of the Kindergarten; namely, to have all impressions in the child's mind related one to another. "Besides," exclaimed one of the most enthusiastic Kindergartners, "think of what a wealth of opportunity the great procession offers us for all sorts of vivid impressions!" "What relationship are you trying to make real to the children?" asked Miss Harrison. "The family life," answered the class. "What relationship does the story of Columbus most emphasize?" asked she. Here followed a discussion. It was finally settled that Columbus stood as a type of the heroic class who sacrificed personal ease and family life for the benefit of the State, and that the chief emphasis to be placed upon his life would come logically much later in the year, after the meaning of patriotism had been given to the children. "But," said one young

director, with a troubled, perplexed look upon her face, "The show is here, what are we going to do about it?" One or two of the more experience directors were called upon to give their outline of work; one suggested the introducing of the story by the telling of Columbus' early home life, of his own happy family relationship, and thus lead up to his leaving home and country for the sake of his great idea. Another suggested that the story could be introduced while dwelling on the bird life, which symbolizes family life, and connection could be made by beginning to tell of the help and encouragement which some birds had once given to a great man, and the story of Columbus could thus be woven into the program of thought without any great interruption. A third suggested that it might be introduced by showing the contrast between the happy home life of the birds and flowers and children with whom we are acquainted, and the wild, savage life which Columbus found in the newly discovered world. Miss Harrison remarked that it would be well to treat the story now in some such fashion as this and recall it later in the year when emphasis would be placed upon the heroic and patriotic nature of Columbus' enterprise.

The story of Columbus as it was told in the October number of the KINDERGARTEN MAGAZINE was then read aloud by one of the directors. Comments were made and various suggestions of slight alterations, which would give to the story a little deeper inner meaning. Miss Harrison suggested that the handsomely colored pictures of the World's Fair buildings should in some way be woven into the story of the celebration, and then hung upon the walls of the Kindergarten, as they were fine illustrations of beautiful architectural effects, and would aid in the art education of the children.

Before closing, one director from the suburbs generously distributed some green walnuts and yellow and orange-colored gourds among her town-imprisoned colleagues as good illustrations of the green and yellow balls which Mother Nature makes.

The field class in science, which meets on Saturday mornings has taken up the fall preparation of plans for winter.

MOTHERS' DEPARTMENT.

A father of two bright Pacific Coast boys, writes: "We are bringing no pressure to bear on our children—none whatever. They enjoy great freedom. I have no theories to advance about them. We let them run with the rest of our neighbors' youth, read good things to them, try to act right, feed them well, and do all that we are able—as we are prompted by love—to have them develop naturally and *normally*. The rest you know. They are beautiful, intelligent, and physically far in advance of any we know of. We take our rambles in the woods every Sunday, even though it does rain."

BABYKIN.

Babykin sat looking at her four pink fingers and her little fat thumb.

"I wonder what they are for," thought Babykin.

Then she looked at her hand with the dear little dimples; at her round, smooth wrist, and her white, lovely arm.

She stretched out her foot on the soft, lambs'-wool rug and studied the five rosy toes.

By and by the black kitten came up and stood by Babykin. She was a bright, wide-awake kitten and her name was Frolic. Frolic had no hands and feet; she had only paws. She could not grasp a rattle or a doll, or dear mamma's finger.

While Frolic stood looking at Babykin up came Watch, the dog. Watch was tall and strong. He had long, drooping, silky ears. Babykin liked to pull those smooth ears, and Watch was very patient with Babykin. But Watch had no hands. He had paws something like Frolic's. Babykin looked at the dog's paw and then at her own fingers. What did it all mean. Why did not Frolic and Watch have fingers?

Babykin could talk a little. She could say papa, mamma, sister, brother, dog, cat, dinner, water, bed, tired, cold, warm. When mamma came to take Baby on her lap and talk to her and kiss her, she held up her hand and said :

"Baby fingers. Watch no fingers. Frolic no fingers."

And mamma said :

"Baby's fingers are made for helping mamma, and papa, and brother and Baby's self."

Babykin can pick up her toys and put them in their place; she can do little errands for everybody in the house.

Then mamma took Babykin's right hand in hers and counted one, two, three, four, five little helpers.

Then she took the left hand and counted five more little helpers.

O, how many things Babykin ought to do with ten little helpers !—*Mary F. Butts.*

MORNING TALK ON SPIDERS.

We gathered these facts regarding this wonderful little creature and they have proved of interest to our little people at Kindergarten so may serve as suggestions for a lesson on this subject. If possible, have children see a spider under the microscope, talking of its form, eyes, number of its legs, each furnished with its little brush, etc., until the looks of the common spider has become familiar to them. Then lead them to understand that the spider family are not all like the brown or gray ones that we see about our gardens or houses. There is a great variety of color among them, some being of a very brilliant hue. Their size ranges from the merest dot, to the giant crab spider whose body is two or three inches long, and legs at least five. He does his hunting at night and is not dependent on a net to catch his prey. The spider of this large variety puts her eggs in a silken bag and always carries them with her. Because this spider hunts its prey like a wolf, it is called the Wolf Spider.

The trap-door spider makes for itself a wonderful house. It digs a hole in the ground and lines it with beautiful white

silk of its own spinning, covering it with a little round door. This trap-door is made of silk, stiffened with a kind of glue. There is a hinge of silk to the door, and if the spider sits in the doorway and anything frightens her, she slams the trap-door down and is quite safe in her house, for the entrance is well concealed by sticks and dry leaves. A naturalist often searches in vain to find it, on seeing its occupant disappear into its home at a certain place. The raft spider lives over the water on a little raft of sticks and leaves, held together by silk. In this strange boat, Mr. Spider floats about, and even without it, is said to be able to walk with ease on the water.

Spiders use the little fine combs we find on each of their feet, to brush their bodies and to keep their webs from dust.

Most spiders have eight eyes placed on the head in different ways, some in a square on the forehead and others more scattered.

Spiders do not live together in large families or colonies, like the ants, bees and birds, but each by itself.

These odd little creatures are active and industrious, and when resting always hang the head downward.

The spider babies are usually carried about on the body of the mother and are so tiny, one can hardly see them. One kind of spider makes a cradle of a leaf lined with silk. After she fills it with eggs, she covers the hole with mud to conceal it from insects that feed on these eggs. Another house is made by fastening seed pods together with silk. One very odd little home is made of silk the shape and size of a thimble. It is constructed by the spider mother under water, attached to weeds, and filled by herself with air. Here she lives with her little ones.

The geometric spider is the only one whose snare has been carefully studied. First it spins a diagonal line across the circumference intended for the web. The spider then runs along its silken rope, to the center, and spins a line to the margin, fixing it a short distance from the first. So it works till the space is filled, always returning to the center to begin the new thread. After the wheel is complete, the spider begins at the center and spins the feather-like lines that connect

the radii. The line is glued to the radii by the little spider. A short ways from the center of the web, this line stops and another begins of a different silken material intended to capture its prey.

A garden spider wove a web,
To hang from a rose leaf fair,
From up to down and round and round
It swung in the autumn air.

Many a slanting line it made
And oblongs also great and small
With angles too of every kind
Right well did it fashion them all.

So when the shining dew-drops came
To visit the rose that night
They silvered o'er the little web
To gleam in the morning light.

In connection with the talk on spiders, the story might be told of a young prince of long ago. This prince wished again and again that he could destroy all the spiders in the world because he thought them so ugly and of so little account. At last he was brought to see their worth. After his father was defeated in a great battle, the prince was hiding in a cave to evade his enemies. During the night a spider wove a beautiful web across the entrance of the cave. When a company of armed men came there in search for the prince, he heard them say "There is no use looking in that cave, no one could have passed into it and left that spider web unbroken." So the soldiers passed on and the trembling prince found that a little despised spider was of enough account to save his life.—*Sopha S. Bixby, Norwich, N. Y.*

ALL THINGS MUST CONNECTED BE.

The following stories, adapted as well as original, are published to illustrate the outline for a plan of Fall stories given in the October number. We are glad to bring this little

series to the home as well as Kindergarten workers, for it emphasizes many of the most important points to be considered in educational story-telling. It illustrates ideal home life, the continuity in daily experiences, and the unity underlying all these—the fellowship between parent and child, nature and God. It is of the greatest importance that the impressions and experiences of children be constantly linked to that which has gone before. Through this they learn of an everywhere present Power, and feel the force of the logical following of events.

If all the stories and work given the children have pointed toward unity instead of diversity, they will speedily learn to see the undercurrent of good in all things. The immediate aim of these stories is to give the children pictures of ideal home life, where all combine in effort and work. The story of the Birthday is a little sketch that has grown out of a desire to embody Froebel's Mother Play Song of the Limbs, in a simple lesson for our children. The picture in the Mother Play book is full of life and interest, and this is but one way of helping the children to see its full beauty. These stories are written by Miss Anna H. Littell, of Buffalo.

The Birthday:

Ernest and Ruth lived in one of the happiest of happy homes. It was happy to them because they tried to do so many kind thoughtful things for papa and mamma and baby Roy. They were all glad together. One day in October, just when Jack Frost was tapping at the cradles of the chestnuts to wake them up and take off their brown blankets, and dressing the leaves in bright colors—then came Ernest's birthday. He was seven years old. Mamma said we will have a little birthday picnic out under the trees by the brook. You may write Freddie to come to enjoy it with us. I will make you a birthday cake and papa will come home early to be with us too. Ernest and Ruth loved to gather flowers that grew in the fields and garden near their home. In the spring they had many a happy time gathering buttercups and violets, and later on in the summer they gathered daisies and roses. Now the autumn had come and they were busy gathering golden rod and asters.

The morning of the birthday was bright and sunny. Ernest and Ruth were out in the garden early to gather flowers for the breakfast table. When papa came in he said, "What is my little man going to do to-day?" "I'm going to try to do a great many things to help to-

day. I'd like to help some one." While mamma was busy making the birthday cake Ernest took baby Roy out in his cab for a ride in the bright sunshine. A little bird flew down from the tree and stood for an instant by Roy's side. Roy clapped his hands and gave a happy laugh to see birdie. Then Mr. Wind blew some leaves off the tree, and they came flying down into baby's lap—and again baby laughed—he thought the leaves had come to visit him. Then the little sunbeams came dancing through the leaves on the tree and kissed baby, and made him laugh again. Ernest picked a purple and gold pansy and gave it to baby. It looked like a little face smiling at him, and he smiled back at it. When Ernest took Roy back to mamma, she was glad to see them both look so happy, and said, "What did you do to make baby so glad?" "Oh mamma," said Roy, "it was the birds and leaves and the sunshine and the pansies that helped to make baby Roy so happy. The birdie flew down by him, and the wind blew down so many bright leaves and the sunbeams and the pansies smiled at him all the time. I would like to be a helper like the golden sunbeam in the story you told us. It did so many kind things and made so many people glad." Ruth helped mamma in making the cake, and when it was in the oven said, "I wish you would let me bake a cake all by myself, when your birthday comes, mamma. I'm sure I know how, and I would like to do it all by myself with no one to help me." Mamma said, "You may try but I want you to think it all over carefully; I know of a little girl who thought she could make a cake all alone, but found she needed a great many helpers. I will tell you that story to-night. In the afternoon mamma and baby Roy and Ernest, Ruth, and little Freddie went out by the brook to have a birthday play. Ernest took his water-wheel and fastened it so that the water made it turn around. Ruth waded with bare feet into the water, she wanted to help Ernest. Freddie was so pleased to see the wheel go round that he sat on the bank watching and thinking how he could make a wheel and what he could do with it. He loved to watch the sparkling running water, it seemed to sing all the time and to say so many things. Sometimes it said, "I'm so very busy and I have so many things to do, I must run on very fast. I must give a drink to all the grass and flowers that live by my banks, and I must not stand still, idle, for I would get so warm I could not give them a cool fresh drink, and the little fishes would not grow strong unless they had pure fresh water. So many things the stream would say to the children, they loved to watch it and listen to it. Even baby Roy laughed and cooed as he sat on mamma's lap watching them.

When papa came home Ruth ran to meet him and to hang up his hat. Ernest brought his slippers and Freddie brought a chair for him. When mamma put the birthday cake on the table and every one was seated in their chairs, they thanked God for their happy day.

In the evening Ernest sat on papa's knee and told him all about his

busy happy day. "Papa," said Ernest, "I've seen so many helpers to-day. This morning when I took Roy out for a ride the birdie and the leaves, flowers and sunbeams helped to make him glad. This afternoon, out in the woods we saw the brook so busy, giving the grass a drink, and it helped me turn my wheel and it was singing all the time. I think it was so busy helping, it was glad all the time. Mamma said, if I tried to be a busy helper like the brook, I would feel like singing too, for it would help me to be happy, if I tried to help some one else. It kept pure and strong by being so busy and giving away the water-drops. Mamma showed me my pictures taken when I was a baby like Roy. I didn't remember when I was so little. I'm glad I'm bigger now so I can help her, and I'm going to try to be strong like you, papa. I saw such a busy squirrel gathering nuts up in a tree to-day. Mamma said he had a little family of squirrels up in the tree. Out by the wheat-field I saw a little family of mice; and where Freddie and I played in the barn we saw so many sheep and lambs, and an old mamma hen and her family of chickens. She talked so fast to the little chickens I wondered what she was saying. Then up in the apple tree we saw a whole family of birds. I wonder what they were saying and to where they were going to fly."

Then Ernest's sleepy eyes closed and he was fast asleep on papa's arm.

Birdies' Home in the Apple-Tree:

Five birdies were up in the apple-tree saying good-bye to their empty nest. Ernest wondered what these were saying and this is what they said:

Listen, the big birdie is talking to the mamma bird—

"Do you remember the time when you first came to this tree last and chose this tree in which to build our nest. It was a warm sunny day and this tree was so near the garden you said it would be a good place to build. "Yes," said mamma bird "what busy times we had building the nest. We were so near the barn we got some pieces of horse hair and pieces of straw and bits of wool to line the nest. It was so soft and warm for the little birdies. How pretty the eggs looked as they lay in the nest and I did love to take care of them and keep them warm, although my feet did get tired sometimes keeping still so long. But how glad we were when the little birdies were hatched; what hungry birdies they were. Yes, indeed, papa bird was kept very busy bringing them something to eat."

At first the birdies looked so queer without any feathers. When the feathers began to grow what happy little birdies they were, and what a hurry they were in to learn to fly.

One sunny day in the summertime, when the birdies' wings had grown stronger—papa bird came home and said "I think my little birdies may learn to fly to-morrow." The little birds were very glad

and talked so fast about the nice times they would have in the morning, learning to fly.

"How many things we can find down in the green grass under the tree," they said. "It will be such fun to fly down by the bushes and away off by the garden." They were so happy they did n't feel sleepy when bedtime came.

The next morning they woke and found it raining, and the clouds looked like a big curtain hiding the sunshine. But the birdies did not fret and cry; they said, "We will make it pleasant for mamma to-day and perhaps to-morrow will be sunny, then we can fly. The rain-drops sound as if they were trying to sing. They pitter, patter on the ground and I think the flowers are glad to get a drink. It will help them grow strong." The birdies had a happy day and went to sleep, thinking what a glad time they would have the next day. They woke early the next morning—the sun was shining bright: "How glad everything looks," said all the birdies. "I think they've had a nice shower bath." Then papa bird showed them how to fly. Dicky bird, the strongest, tried first: he went carefully along the limb of the tree and tried to spread out his wings as papa did. But he tumbled right over on the ground; then he jumped up to watch Daisy bird try to fly. He said, "I'm not afraid, I won't fall." But he tried to go too fast and got a tumble, too. Then the baby bird, little Dot, said, "I will be careful and let papa and mamma help me;" and she did, so she did not fall at all.

How happy they all were and how many things they found. They had a lesson in flying every day after this—and their wings grew stronger when they used them.

By Harvest-time they were able to fly as far as papa could. When Jack Frost came to visit the apple-tree, the birdies began to get ready to fly away to the Southland where they were to stay all through the winter.

When Ernest and Ruth went out in the orchard that day in October and wondered what the birds were saying, these same birds were up in the tree saying good-bye to their dear home nest. They had been so happy in it, they wanted to bid it good-bye before they left it. Then they all flew away far off to the warm Southland, where so many other birds lived.

Apple-Tree Party:

Away up in the branches of the tree where the birds lived was a little red apple that wanted to make some one glad. One day as it danced in the sunshine it thought, "I am such a little apple—I wonder what I can do to make some one glad. All summer long I've tried to grow and be the very best apple I could be." Then it said to the mother tree, "What can such a little red apple as I am do to make some one glad?"

The mother tree said, "Next week we are to have a party. The

gardener is coming and I want him to see what good apples have grown here, for he has taken such kind care of us. So little apple if you will do your part well, be smiling and rosy and be ready to let go when Mr. Wind comes to take us to the party, you will help to make us all happy."

Then the little apple was very glad.

Mother tree sent little messengers all over the tree to tell the apples to be ready when Mr. Wind came. One bright day papa and Ernest and Ruth and mamma and baby Roy all came to the apple-tree party. Mr. Wind came, too, and blew all the trees: How fast the apples tumbled to the ground. The children ran to pick them up. Baby Roy said I wish some apple would fall into my little red basket. Then the little red apple that wanted to make some one glad fell right into his basket. He clapped his hands and said, "I'm so glad a little red apple fell right into my basket." Then how glad the little apple felt.

After the apples had all been picked up and put into the cellar, the leaves had their party.

They had been very busy getting ready. Each little leaf had a baby bud to care for and wrap up warm for the winter. Mother tree kept busy sending up things for the baby buds to eat and blankets to keep them warm for their winter's sleep. Mother tree said when each little leaf has its work all done then it may go down to the party. So every little leaf worked busily taking care to wrap sunshine too among the blankets, for mother tree had said, "Catch all the sunbeams you can to help keep the babies warm." When all the work was done mother tree said, "Now, my dear little leaves, Jack Frost is coming to-night to change your green work dresses for bright-colored party dresses. I am glad I can tell him that every leaf has done its work well."

The next morning when the leaves waked up they were so surprised to see yellow and brown and red dresses. "We did not see Jack Frost, yet he must have been here, for last night we had green dresses and now we have these bright party dresses."

Then Mr. Wind came flying along so fast and singing among the leaves.

Mother tree said, "This makes me think of the party we had last spring. It was a birthday party. The little buds were just waking up and the leaves had new green dresses: every baby apple had a new white dress. We had a happy time.

"The bees came to visit us and sang so sweetly and kissed the babies and they flew to their home with sweets to help to make honey. They came very often to visit us and were always busy and happy.

"The robin came to us that week and found a nice place to build a nest. Every day Mr. Wind came to sing and rocked the little ones in their cradles.

"When the party was over Mr. Wind took off all the baby apples' white dresses and they had on green working dresses; for they had grown large enough to work. The birdies worked, too, gathering sticks and straw and string and hair to build their nest.

"Then all through the warm summer days the birds grew and the apples grew larger, until autumn came, and now the birds have flown away and the apples have gone into the warm house; and now the leaves, too, have put on their bright dresses and are going to play and then to sleep.

"But I will stay here all through the winter alone and take care of the baby buds. I wonder if they hear the Wind singing."

"Then Mr. Wind said, 'Come with me, little leaves, this is the way.' Then every little leaf let go the tree and flew away with Mr. Wind saying, 'Good-bye, dear mother tree.' They had a happy play and then went fast asleep in their warm bed.

A THANKSGIVING STORY.

(This story is too concise for use as it stands, but suggests a way in which to bring home to the children the struggles of the Pilgrims, by picturing the life of a Puritan child with his joys and sorrows, just as it must have been. Only as we live, in imagination, with those men and women and sympathize with them can we be thankful enough for what they have done for our country and us, and realize by comparison somewhat of our own advantages.)

Do you want to hear about a little boy named Edward and his sister Mary who lived a long time ago, in far-away England? They had a pretty little home covered with ivy-vine and they were as happy as you are in your dear home. Edward was five years old and Mary was seven, and they had a good mamma and a brave papa, and they loved to play with their little friends, and work in their flower garden, and go to the sea-shore to gather shells and pretty pebbles and pink sea-weed, and to watch the waves rolling in, and the sea-gulls and clouds flying past.

One day their papa came home very sad and said, "Mary and Edward, come here and listen. Mamma is packing up your best clothes and the dishes we shall need most, and you may go and pick out a few of the treasures you care the most for to pack in the box which mamma is filling, because to-night we must go in the ship, which you saw come into the

harbor, and sail away to Holland. We cannot live here any longer."

Edward and Mary could not understand what was the matter, but they went to say good-bye to their pet chickens which had been growing so finely that Spring that they were already as large as doves, and Mary took two strings of beautiful shells which she had gathered, and Edward took a tiny wooden boat which his kind papa had carved, and they carried them to their mother to pack in the box with her things. She looked as if she had been crying, but she spoke cheerfully to the children and smiled as she packed away the boat and shells. She told them that they were going away to another country where they could build a church and worship God in the way that they thought was right, which was a thing they could not do in England, for the king did not believe as they did and he would not let them do what they thought was right, so they were going that night to leave dear old England, never to come back again. Then the children felt sad, too, for they remembered all the good times they had had in the fields and by the sea and at their grandfather's house, and they asked if their grandfather and grandmother and cousins were going too, but mamma told them, "No, perhaps they should not see them again, but they must be patient and cheerful and very brave."

Soon they were ready and a sailor from the ship came in a row boat and took them and their box, or chest, which had in it their clothes and dishes and their Bible, and rowed them to the ship. They found there some other families who had hurried off in the same way, and just at sunset they left England behind them and sailed off on the ocean to Holland, a country not very far away, though it seemed very far to the children. Then they landed and lived for awhile with some other English people who had been driven out of England. But they could not live there always, though the Hollanders were very kind to them, so they said they would all work together and get money to start off in a ship to the new country which Columbus had found, and there they would make a home. You remember, don't you, about Columbus and

America and the Indians? Edward's father and mother thought they would rather try to sail clear across the ocean to this new land, and live with the Indians in this strange, wild country, and worship God in the way that they thought was right, than to live in dear old England and do what they thought was wrong.

So these people fitted out a ship, named the May Flower, and once more they packed up their things, said good-bye to their new friends in Holland and went to the ship to sail much farther than they did before, away across the wide ocean to America.

Oh, what a long voyage that was! They were on the ocean September, October, November and nearly all of December, and some were sick, and they did not have very good food, and the weather grew cold, and many times Mary and Edward thought they should never see land again. They spent hours and hours watching the blue water, the blue sky, the white clouds, and white sea-birds flying around, and talking about their flowers, chickens and doves, and the little dormice and hedgehogs in the garden at home, and the children they used to play with.

When they reached America they spent a long time on shipboard looking for a good place to land. At last one bitterly cold December day, when the trees were all covered with ice, not long before Christmas, a small row boat began to take the people from the ship, the May Flower, to the land. And who do you think was the first person to step from the row boat to the large rock which was lying so solid and firm on the shore? It was our own little Mary, Mary Chilton.

Sometime I will tell you more about how they slept on the ground that night with only blankets between them and the snow, and how they all went to work to build some log-houses; we will see some pictures of log-houses and build some with our blocks. And I will tell you about their first church and about the kind Indians and about the Indians who tried to fight them, and about the heap of corn they found buried under the snow, and what they did with it and who

put it there. But now you want to hear the end of my Thanksgiving story.

The winter was very cold and sometimes they almost froze, and they had not enough food so that some of them were very sick and died, and many would have starved if some Indians had not been good to them and brought them corn to eat and helped them hunt deer for food. But at last Spring came and Edward and Mary went out in the first fine days to help dig the ground and plant corn and other seeds, and they helped drive away the blackbirds that wanted to pull up the young corn to eat it, and they helped to gather the ripe corn in the fall, and carry the pumpkins into the cellar and pick up the potatoes which their father dug. They were all so busy they had no time to be sad thinking of dear old England and their friends over there. But in the evenings when they sat around the fireplace, where the large logs were burning so brightly that they had no need of candles to give light, they often talked about the old times in England, and they were very thankful that God had cared for them through all that long journey across the ocean, and through all the long, cold winter in that strange land with nothing around them but tossing ocean, and fields covered with snow and ice, and woods where the Indians lived, and that He had given them rain and sunshine and a good harvest. The other people who came in the ship with them, and who had been cared for just in the same way, thought it would be well for them all to go to church together and have a day of prayer and thanksgiving—some other day besides Sunday. So one Autumn the governor, who was their captain, told them to keep from all work one day and make it a day for giving thanks to God, and that was the beginning of our Thanksgiving Day. So now every Autumn when the corn and wheat and hay are in the barn, the pears and grapes have been gathered, and the apples, potatoes, beets and carrots are in the cellar, we try to show our thankfulness by our prayers and songs and by inviting our friends to come and rejoice with us and eat a thanksgiving dinner with us. We show our thanks also by remembering to send a turkey, or a good basket of fruit, or bread and

cakes, or something nice to those who are poor or sick or in trouble, so that they can have a thanksgiving dinner, too.

Every year when Thanksgiving Day comes again we not only think about how many things there are to make us thankful but we remember the true, good, brave men and women and children who came over the wide ocean and made their homes in this new land so that they could be free to do what was right, and make a free, happy country for us to live in, a country which has good laws, good schools, good churches and happy homes. Shall we not always try to keep it a free, happy country? Indeed we will.—*Susan P. Clément, Racine, Wis.*

(The suggestions for work during "Columbus week" are also in place here. The compass, Mayflower, the turkey and fall fruits, the church, log-houses, Indian wigwams, tools, etc., are among the most convenient objects, and the talks on the ripening and gathering of fruits and vegetables for winter, the preparations which animals make for winter, etc., are most delightful, second only to the Spring talks.—*S. P. C.*)

FIELD NOTES.

THE Louisville Free Kindergarten Association have established the age of twenty years or over for applicants to the training class, arguing that there are few under twenty who are mature enough to realize the principles of Kindergartning, as every one should who does true work.

MISS ELIZABETH VAN ANDA, of Indianapolis training, has charge of the training class under the New Albany Free Kindergarten Association which opened two free Kindergartens Oct. 3.

THE Des Moines Froebel Association has recently been organized in Des Moines, Iowa. Many of the active and energetic Kindergartners of that city have banded themselves together with the determination to further all interests of the Kindergarten in the public schools, and by stirring and inspiring meetings, lectures and readings, bring vividly before the public the great value of the Kindergarten training for the little ones.

THE KINDERGARTEN MAGAZINE acknowledges the cordial congratulations and hearty good wishes of many fellow-workers, representative educators and friends to the cause at large. Among others we may name Prof. W. N. Hailmann, Mrs. Eudora Hailmann, La Porte; Miss Nora Smith, San Francisco; Mr. and Mrs. J. L. Hughes, Toronto; Miss Caroline Haven, Miss A. Brooks, New York City; Mrs. L. W. Treat, Grand Rapids; Miss Susan E. Blow, Cazenovia, N. Y.; Miss Lucy Wheelock, Boston; Miss McCullough, St. Louis; Miss Elizabeth Harrison, Chicago; Mr. Irwin Shepard, Winona; Wm. T. Harris, Washington.

FREQUENT calls for subscriptions to the KINDERGARTEN MAGAZINE come from public libraries East and West, which shows a decided increase of interest in this work on the part of the general reading public. The Des Moines, Iowa, public library has a complete set of bound volumes of the MAGAZINE from the first number down. Kindergartners can further the cause in a substantial way by urging librarians of both public and school libraries to add the MAGAZINE to their lists of periodical literature.

THE year's course of meetings of the Philadelphia Society of Froebel Kindergartners opened Saturday, Oct. 8, with a cordial greeting and prophecy of earnest work, from its president, Mrs. M. L. Van Kirk. We caught from Miss Anna Williams her enthusiasm over the meetings of the Kindergarten department of the N. E. A. at Saratoga, and followed the practical eye and clear thought of Miss H. A. Fox, in her account of the exhibit of manual work at the same convention; later, our hearts thrilled, first with sadness, then with wonder and gladness as Mrs. K. T. Bingham reminded us of "What the deaf do not hear," giving us a realization of "What they may hear," "if they receive such intelligent education as the skill, the science, and the loving-kindness of the age should give to them."—*M. Gay, Sec'y.*

THERE are ten bands of King's Daughters in Peoria, which meet quarterly in union meetings, monthly meetings of each circle being held also. Eight of them are working in the interest of Kindergartens and a day nursery. The first Kindergarten established by them was named for the president of the order, Mrs. Margaret Bottome, and rooms have been rented in Bacon Memorial Mission in which to conduct this branch of the work, which is entirely supported by the Kindergarten band composed of ladies from various churches. A second Kindergarten has been established in Lee school, the school board kindly giving the band the free use of a room in that building. This Kindergarten was named in honor of Mrs. Lucie B. Tyng. These Kindergartens are supported by monthly contributions. The Bacon Mission school is conducted by Miss Elizabeth Bass, from the Chicago Kindergarten College.

DURING the past month Mrs. Lucretia Willard Treat, Principal of the training school of Grand Rapids, spent a week at Columbus, Ohio, in the interest of the Columbus Training School. The Columbus school is so fortunate as to have received ten free scholarships this year. The work is opening successfully. The work of the training school at Grand Rapids is progressing, forty-five students being in attendance, including those of both first and second year classes. Mrs. Treat will also give a series of lessons at Detroit and Muskegon during the winter, lecturing before the Detroit Normal School, Oct. 15th, besides organizing a mothers' meeting at the same time.

THE following report of successful work comes from San Diego, California, where the Kindergartens are under the charge of Misses Parker and Porter:—

"When we came here four years ago there was but one Kindergarten, a private school, numbering *ten* pupils. To-day, in both city and country, there are a number of prosperous private Kindergartens, and best of all, one year ago last August, the Kindergarten was incor-

porated into our public school system. We have at present one in connection with each of our five largest schools, with an attendance of about two hundred and seventy-five little ones. The results of the first year's work gave complete satisfaction, and the Kindergarten has come into our public schools *to stay*. National City, four miles from San Diego, has also a public Kindergarten.

"All of our Kindergartners here, numbering about thirty, have been members of the training class conducted by Misses Parker and Porter, and are earnest, faithful workers in our noble cause.

"To teach in our Public Kindergartens teachers are required to hold primary certificates so that the standard of excellence is a high one, although such a requirement does not seem altogether a just one."

ART TALKS.—The classes held during the winter of '91-'92, in Chicago, studying the classified collections of the Art Institute, will be reorganized for the first Saturday in November, the 5th, giving a course of six classes before the holidays. Application should be made immediately, since the classes must be limited. Mr. George L. Schreiber, who gave the interpretations last season has been secured again, and under his leadership the enthusiasm of last year's classes will, undoubtedly, be continued. For circulars and terms, address Mr. G. A. Schreiber, 69 Dearborn St., Chicago.

A HANDSOME Kindergarten building has been presented as a gift to the Asheville (N. C.) Free Kindergarten Association, by Mr. Geo. W. Pack. It will be known as "The Sara Garrison Kindergarten," in honor of Miss Garrison who taught the first Kindergarten in Asheville. It is said that "the building is not only a model of architectural beauty, but is in every way suited to the object for which it was erected. There are three rooms, the play room, the occupation room and the cloak room, each finished in North Carolina pine, with high wainscoting. The floors were thoroughly oiled and a full set of chairs and tables provided before it was presented. A neat marble lavatory for the children, and ample closets and hooks for wraps were not forgotten. Substantial plank walks have been constructed to and around the building, and a coal bin filled to overflowing awaits the coming of cold weather. In fact, the building is thoroughly fitted up to the minutest detail, at a cost of \$3,000." Miss Garrison is a young woman of rare qualities, and has been pronounced by those associated with her in the Kindergarten work, as possessing gifts amounting to an "ideal Kindergartner." Miss Garrison is at present in Buffalo, N. Y., where she was the past year connected with the Free Kindergarten Association.

THE *Weekly School Journal* recently commented on its past year's work in a strong editorial, setting forth its aims and ideals. Among other worthy statements it makes the following:

"But the *Journal* does not rest its claim to the attention of the educational public on its pages, printing or illustrations; if it had none but these it would not have attained, nor held, its present standing. The attempt has been made to state *truth in education*. There is such a thing as an idea in the mind of the Creator according to which human development was designed to proceed. Can we get at this idea? That is the problem to be solved.

"When one takes up a book like Barker's 'Chemistry,' or Fiske's 'America,' he becomes conscious that there is a Power working out an idea. The study of philosophy forces us to conclude that human beings are moving along lines devised by a beneficent Influence. The children must walk in the pattern of the race. The school-room must exhibit the beneficent ideas of the great Father of All. To know and practice this aright is education.

"The *Journal* has attempted, and this is its main effort, unabated as the years roll on, to lift the school-room up to, and on to, the planes of life; it must have a parallelism with life. The school-room methods in its pages are not models, they are glimpse-lessons; they portray more or less the mode by which human evolution may be effected. Oftentimes the hint or glimpse thus given will suggest to the teacher a mode far superior to that portrayed."

THE Colorado Kindergarten Normal School established in Denver by Mr. William Church, is beginning the year's work with the brightest of prospects. There are now between thirty and forty young ladies taking the two years' course. The curriculum is a broad one, including the History of Education, the "Mother Play," Froebel's Philosophy and Reminiscences of Froebel, Physical Culture, Psychology and a thorough course in Pedagogy proper, using Spencer's "Education" as a text-book. Occasional lessons are given in Literature and the Sciences and a course of Art Lectures is contemplated. The training school is in charge of four teachers. There are three Kindergarten schools connected with the Normal in which the young ladies under competent directors do practical work each day. These different schools are pleasantly located and lack absolutely nothing to make the practical work a success in every detail.

THE "New Education" in Parana, Argentine Republic. Through the favor of Miss S. C. Eccleston, Parana, Argentine Republic, we publish the following translation of a characteristic paper written by Justa Gomez, an Argentine Kindergarten graduate, who, possessed of all the lawful enthusiasm of a grateful Kindergarten, appeals to her home people: "The city of Parana, has only one Kindergarten; the number of children which it can accommodate is very small in proportion to the population. Why is it that there are not more institutions of that kind?"

Is it because there is opposition to the system of Froebel? By no means—as can be readily proved by the number of parents who solicit in vain at the opening of each school year, places for their children. What then is the reason that in a city which numbers more than twenty thousand inhabitants there are but forty children who receive the benefit of the Kindergarten—only forty can be educated according to the true principles and methods of Froebel? There can be but one reason, which is evident to all who understand the system—the complete ignorance of its object on the part of the great majority, and the lack of study of and attention to the nature of children. Can this be because there are no affectionate and anxious mothers? Oh no, all are solicitous, but believe that the best means of showing their affection, is to satisfy without limit the wishes of their children. Perhaps *some* may think that such indulgence will make a child capricious and cause him to form bad habits, but that there will be plenty of time to correct these tendencies when he is older, forgetting that this must be prevented very early, or it will be accomplished with much more difficulty. Those of us who have had the privilege of studying this grand system with special teachers, who leaving their own country, homes and everything dearest to them, have come to us over thousands of miles of ocean, with no greater ambition than to be disciples of its great author, and preach his gospel of peace to the women of our dear land, we owe a great, moral obligation; to those teachers—Miss Eccleston, Miss Choate and Miss Doolittle—for having opened our eyes, as it were, and called our attention to the physical, moral and mental necessities of our poor children and heretofore have not received the consideration they merit. To day thanks to their efforts, this Republic has thirteen teachers especially prepared for this work, and we are pleased to give this public testimonial of our gratitude. The city of Parana has the honor of having established the first society in this Republic, which has for its object the study and extension of the Froebelian system. The 'Argentine Froebel Union' was definitely and solidly constituted on the 21st of April, 1892, a date well known and celebrated by all teachers of the Kindergarten. Although the society has had but three months of existence, considerable ground has already been gained. The idea has reverberated all over the Republic, and the Union which was founded with only ten members, now numbers more than seventy. Now that we have taken the first steps, 'Forward!' is our watchword. Let us dedicate ourselves earnestly to the work and with all our strength—aim to reach our ideal."

LITERARY NOTES.

CHILD'S CHRIST-TALES, By Andrea Hofer, is just out for the holidays. It renders the stories of the Christ (both the prophecy and the fulfillment), for child readers, in pure, sincere style, and in short story form. Nothing could be of more value to the Kindergartner for the December work, and the stories may be easily read to the youngest members of the family. The book is finished exquisitely, and placed in the hands of the children themselves would be an inspiration, for the pages and illustrations are of the finest artistic workmanship. List price \$1.25. For sale by KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

THERE is no broader line of study for teachers and Kindergartners than the history of Pedagogy. This is made one of the most important branches in the German Kindergarten trainingschools. Robert Herbert Quick's little volume on Educational Reformers, is a compact and comprehensive study in this direction, and might be used as the basis, the skeleton for a more elaborate study. The introduction opens with the following words from Dr. Arnold, "It is clear that in whatever it is our duty to act, those matters it is our duty to study." The essays outline educational history from the Jesuits in 1540—down to modern reformers and it is most interesting to note how one and the same thread runs through the efforts of all alike,—growing broader and stronger and more clearly defined with each epoch until we reach the present state of a magnificent universal public education, its aim, broadened out into the truest development of manliness and character. Three important matters were made the basis of the early schools under the Jesuits in the sixteenth century:—industry, the spur to youthful talent, oral teaching rather than the use of school books which were even then numerous, and the teacher beginning with a certain class of students should grow up and on with them, not transferring them each year to another.

Child-Life, the London Kindergarten journal appeared under the date of October with a pleasant and profitable variety in its reading program. The Kindergartners of London are broadening their lines to include mothers, teachers and public lectures.

THE Statue of the Boy Columbus, the frontispiece to our September number, is the work of Giulio Monteverde and is in the Museum of Fine Arts in Boston.

A BEAUTIFUL holiday gift is promised called "Child's Art Portfolio," containing twenty-five reproductions from the best masters. They will give the effect of the finest etchings and half-tones, and be printed on antique and finished papers, all in a handsome portfolio. The reproductions are made from the pen of George L. Schreiber and from original photographs. Address George L. Schreiber, 69 Dearborn St., Chicago. Price, \$1.00.

KINDERGARTEN AND GIFT BOOKS.

We promised our readers for their convenience to mention the suitable books for holiday purchasing (from the Kindergarten standpoint). We give below a classified list with prices and will undoubtedly be able to add to it in our December issue, when more of the season's books are on the market.

SPECIAL CHRISTMAS BOOKS.

| | |
|--|--------|
| <i>Child's Christ-Tales</i> , by Andrea Hofer, | \$1.25 |
| Elegantly bound and illustrated. Just out for 1892. | |
| <i>Columbus and What He Found</i> , by Mary H. Hull, | 1.00 |
| The 400th Columbian Birthday Book for boys and girls. | |
| <i>The Bird's Christmas Carol</i> , by Kate D. Wiggin, | .50 |
| <i>In the Yule Log's Glow</i> , by Harrison S. Morris. Three Vols. | 5.00 |

GIFT SONG BOOKS.

| | |
|---|--------|
| <i>Mother Play and Nursery Songs</i> , by Freidrich Froebel, | |
| Translated by Jarvis, | \$2.00 |
| <i>Nursery Songs and Finger Plays</i> , by Emilie Poulsson, | |
| Set to music and illustrated. | 1.25 |
| <i>Songs for Little Children</i> , by Eleanor Smith, | 1.25 |
| <i>Songs, Games and Rhymes</i> , by Mrs. Eudora L. Hailmann, | 1.75 |
| <i>Merry Songs and Games</i> , by Clara Beeson Hubbard, | 2.00 |
| <i>Kindergarten Chimes</i> , by Kate Douglas Wiggin, | 1.50 |
| <i>Songs and Games for Little Ones</i> , by Gertrude Walker and Harriet S. Jenks, | 2.00 |
| <i>Stories in Song</i> , by Misses Emerson and Brown, | .75 |

STORY BOOKS.

| | |
|---|--------|
| <i>The Story Hour</i> , by Kate D. Wiggin, | \$1.00 |
| <i>Kindergarten Stories and Morning Talks</i> , by Sara E. Wiltse, | 1.00 |
| <i>Stories for Kindergarten and Primary Schools</i> , by Sara E. Wiltse, | .40 |
| <i>Timothy's Quest</i> , by Kate Douglas Wiggin, | 1.00 |
| <i>The Story of Patsy</i> , " " " | .60 |
| <i>The Vision of Dante</i> , by Elizabeth Harrison. Illus. by Walter Crane. | 2.50 |

GIFT BOOKS IN VERSE.

| | |
|---|--------|
| <i>Silver Bells and Cockle Shells</i> , by Mary F. Butts. Collection, | \$1.00 |
| <i>Child's Garden of Verses</i> , by Robert Louis Stevenson, | 1.25 |
| <i>Ballads for Little Folks</i> , by Alice and Phœbe Cary, Illus. | 1.50 |
| <i>Little Folks Lyrics</i> , by Frank Dempster Sherman, | 1.00 |

FOR MOTHERS AND TEACHERS.

| | |
|---|--------|
| <i>Education of Man</i> , by Freidrich Froebel. Trans. by Hailmann. | \$1.50 |
| <i>Kindergarten and Child Culture</i> , by Dr. Henry Barnard, | 3.50 |
| <i>Myths and Myth-Makers</i> , by John Fiske, | 2.00 |
| <i>A Pot of Green Feathers</i> , by T. G. Rooper, a psychological treatise. | .50 |
| <i>A Study of Child Nature</i> , by Elizabeth Harrison, | 1.00 |
| <i>Song of Life</i> , by Margaret W. Morley, | 1.25 |
| <i>Bound KINDERGARTEN MAGAZINE</i> , Vol. IV., | 2.25 |
| <i>Mothers' Portfolio</i> , of Kindergarten stories, songs, helps and essays. | 2.25 |
| <i>Power Through Repose</i> , by Anna Payson Call, | 1.00 |
| <i>Children's Rights</i> , by Kate Douglas Wiggin, | 1.25 |

PUBLISHERS' NOTES.

A New Magazine.—*Child-Garden, of Story, Song and Play*, which is to appear in December, supplementing Kindergarten work, will be mailed to all the readers of the KINDERGARTEN MAGAZINE as a sample. The subscription price is \$1.00 per year in advance. Send in lists of mothers with young children who would be glad to receive this magazine for their little ones.

A year's subscription to either KINDERGARTEN MAGAZINE or *Child-Garden* will be given for acceptable short stories, verses, games and songs. Or, choice between a volume of "Child's Christ-Tales" by Andrea Hofer, and "Columbus and What He Found," by Mary H. Hull. Address KINDERGARTEN MAGAZINE, Woman's Temple, Chicago, Ill.

Foreign Subscriptions.—On all subscriptions outside of the States, British Columbia, Canada and Mexico, add forty cents (40 cents) for postage, save in case of Africa, which amounts to 80 cents extra on the year's numbers.

The pages of the KINDERGARTEN MAGAZINE will no longer be cut by machine since the majority of readers save their files for binding and prefer not to have them trimmed twice. Vol. V. will be more handsomely bound than ever, and no magazines will be exchanged at the end of the year that have been cut by machine. Our readers will please take notice.

All offers of premiums and special rates made to June, 1892, no longer hold good.

Business Correspondence.—Always send your subscription (\$1.50) made payable to the KINDERGARTEN MAGAZINE, Woman's Temple, Chicago, Ill., either by money order, express order, postal note or draft. (No foreign stamps received.) Always send your subscriptions direct to us and avoid delay.

All inquiries concerning training schools, supplies, literature, song books, lecturers, trained Kindergartners, etc., will be freely answered by correspondence or by the advertising columns of the KINDERGARTEN MAGAZINE.

All subscriptions are stopped on expiration—the last number being marked, “With this number your subscription expires.”

There is great demand for all back numbers of the KINDERGARTEN MAGAZINE, by many who wish to possess the complete file. This shows a growing appreciation of the practical value of the magazine. There is repeated call for Volume I. The substance of this volume can be secured in the compilation, Mothers' Portfolio. Price \$2.25. Vol. II. is entirely out of print, and only a very limited number of bound Vol. III. are in the market, at \$3.00 each. Vol. IV., in cloth, can still be had for \$2.25. Address, KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

Wanted.—We need February 1892 MAGAZINES. If you have one to spare send it, and we will give you any other number in exchange. KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

Bound Volumes.—Exchange your files for '91-'92 (Vol. IV.) for a bound volume of same; it will cost you only 75 cents to have a handsome book made of your numbers.

The offer made in the June number, granting a year's subscription to any one sending in three new subscribers and \$4.50 was limited to date of June 10, and no longer holds good.

If you want to spread the work send for a bunch of our new circulars to distribute.

In requesting change of address always state both the new and old location. It saves us time and trouble.

Send us one dollar for the new child's book of “Columbus and What He Found.” It is authentic, detailed, and full of inspiration and suggestion to the teacher and parent.

Samples of the KINDERGARTEN MAGAZINE will be sent free to any address sent us before January 1st. Send in lists of lukewarm believers in Kindergarten, mothers with children, and primary teachers.



THE GUIDING ANGEL.
(Murillo.)

KINDERGARTEN MAGAZINE

Vol. V.—DECEMBER, 1892.—No. 4.

THE MOTHER AND CHILD.

(From Poem of Motherhood.)



H, the depth and tender sweetness
Of the wonderful Madonnas.
Love in its surpreme completeness,
Child and mother crowned with honors ;
Raphael Sanzio's holy faces
Lighting into divinest places!

Rapt Murillo's vision painted
Baby regal, calm pacific ;
Mother-brows all halo-sainted
Raised in rapture beatific ;
Grand Correggio's revelation,
Motherhood's Annunciation.

Galleries of all the masters
From the generations olden,
Safe from wreck of Time's disasters,
Fadeless in their glory golden,
Greet the child and mother kneeling
In our midst with love appealing.

And the Christmas shrine unveiling
The immortal babe and manger
Witnesseth the love unfailing
Welcoming each heavenly stranger.
In each home the child and mother,
Light of this world and the other.

THE CHILD IN THE HOME.



HIS is a vision of light and love. The father, the mother and the child, that is home. No matter for the surroundings ; they may be rich and attractive or bare and rude ; it is all one, it does not affect the identity of the home ; but take away one of the three bound together in love, and the home is destroyed.

Imagine for a moment a richly furnished house, rooms hung with pictures, halls adorned with works of art, rooms arranged for every luxury, libraries of books, tables spread for feasting and instruments of music, but no group of joy in the center, no child or no mother, is that a home ? If you who have made one of such a joyous center have lost the others, and if you could wander far and wide bereft of all your material possessions until one day you suddenly caught sight of those others, and flew to them, and you were again clasped in one embrace, would you not feel that you had all you wanted ? The place might be a stable, the cradle a manger, but if you were all there—father, mother and little child—you would be satisfied and know that home is where the heart is, the same radiant place whatever its accessories, because inclosed by a circle of love and illuminated with the divine light of childhood.

It is a bright, beautiful vision and the halo above the little child is the light of it all. Every mother knows that her child comes from God. He is the “wonderful” to her,—the prince of peace to her heart and life. She loves, almost to worshipping, that little being over whom she leans with fond solicitude ; her face is shining with the glory which comes from her babe ; the helplessness, the trust, the sympathy, all make the home a holy place ; the father and the mother are lifted up into a nobler feeling and purpose as they look upon the child ;

home is hallowed, child-life is hallowed, the better self is evoked and we begin to live again.

Or let us imagine a dwelling rude and bare,—a tent, a wigwam, a barn, and in it a mother and a child, the father standing by ; no details confuse the unity of the picture ; no accidents of surrounding divert the gaze, yet it is all there ; the sovereignty of love, the expression of an inseparable union, the family, the nucleus of the world's growth and germ of its highest development.

And this is because wherever this human germ is in active operation it involves the divine. No such group ever existed but God was the atmosphere of it and in His light and love its light and love were centered. It is true always of the mother and child in the home as it is of the Madonna and Child in the pictures, that a halo is over the child and a radiant light in the mother's face, though we may not wait to observe it or be clear enough in our spiritual sight to recognize its glory. I am glad that it stands in its essence in the Gospel story with only the mute and reverent beasts around it and the angels looking down ; more would be an intrusion and spoil the charm.

If we had lost the integrity of the home, and after long and wild search could find it again, only to find these its real elements, would make us weep with joy. Think of it and draw the picture, draw it as if you loved it, make the child like one of your own, paint the divine light if you see it ; it is always there whether you see it or not. For

"Trailing clouds of glory do we come
From God who is our home."

Draw the picture as you see it and know it ; aye, draw it as you live it, the child linking you to God, the home an eternal type of complete human growth and satisfaction.

The little child is divine. Christ came to tell us that by his birth, by his childhood, by his words and by his typical object-lesson of setting the child in the midst—while he formulated his relations to mankind. Let us learn divine lessons from the child in our midst. Let the children be our teach-

ers ; they can love and trust so much more truly, so much more fully than we. They are so simple and direct, so confident of our better nature as to help us to believe in ourselves,—our better selves—and lead us more easily to nobler living.

One of the finest lessons of the influence of a trusting child is the story of Little Lord Fauntleroy in his unconscious toning up and restoration of the character of the earl, his grandfather.

Again Wordsworth says :

“ O dearest, dearest boy ! my heart
For better lore would seldom yearn,
Could I but touch the hundredth part
Of what from thee I learn.”

For our own part then let us learn not to hinder and obstruct the training God has set at work for the child in the home. Give him a response for all his joy, all his love, all his trust in us. Feed his ideals with sympathy, faith, purity and truth ; do not disappoint him and lower his standards by duplicity, by vulgarity, by irreverence or by any low standard of action.

Study the temperament and constitution of the child, his inherited traits, his dangers and possibilities and furnish him with the atmosphere and the aliment suited to his peculiar conditions. Do not excite and stimulate the child most sensitive and leave the dull one to his apathy. Consider every factor in the case.

Above all, lead the child to love his home and feel that he is a part of it ; let him be helpful and minister to those who minister to him. Remember that the exercise of home-love is the best preservative of it. The child who gives to his home and feels responsible for its comfort and happiness is the one who loves it best, not he who is pampered and receives only. Let the child have his own part of work in the home, and learn to be held accountable for doing it well and serviceably. Let the children help themselves and each other, and help the mother and father in all practicable ways,

so they are knit together in a way that time nor space can ravel.

Bring all the culture you can into the home-life. Books, pictures, music, to be enjoyed by all together, each one bearing a part and getting mental growth and satisfaction therein. Hallowed be the home-circle where music unites the hearts at morning or evening in the sacred song or prayer. Joyous aspiration is the atmosphere of a beautiful home and breathes itself eternally into the lives of the children who cluster there.

Begin the training of the heart and soul with the beginning of life. Never think it too soon to appeal to the soul. Teach the child faith in a Heavenly Father; teach him to listen to conscience, to do his duty, to be brave and true, to be docile and yet resolute. Never try to break his will; he will need all its native force, but lead him to self-control as well as to submission to his rightful guides.

But after all, it is the prevailing atmosphere of the home that shapes the destiny of the child. Noble thoughts and actions, high ideals of duty, loving relation with all and sympathy binding all in one, will act as a constant corrective and incentive and will last as long as life.

How vivid is the recollection of the home of our childhood! father, mother and many children gathered about the bright hearth, reading the Bible verses, singing the good old hymns; every Sunday for many years the scene recurring etches its beautiful lines upon the life-volumes of those who have a part in its inspiration. Those verses and hymns, those voices and quiet faces, those sweet and noble characters we love, rise before us as we wander away from that happy hearth, and bless us; they come to us as we sit in other homes with our own children gathered about us; they linger with us and they usher us in to our heavenly home.

LOUISE PARSONS HOPKINS.

MUSICAL NEEDS OF THE KINDERGARTEN.



ARE to find is the first need, for it lies outside of the Kindergarten, and I fear will not be rapidly supplied until the Kindergarten idea shall have more potently permeated the thought of those who have in charge the development of the material with which to supply this need.

A first need is *musicians*—thinking, feeling musicians; *music* thinking, *music* feeling, childlike men and women. Not men and women of ordinary gush and feeling, but with poetic insight into music as *music*, with its wealth of *music-ideas*, *music-feeling*; power of mental stimulus and capacity to reflect the infinite harmony of Being in its simplest forms.

Notice, I say music-ideas, not musical ideas. Poetry may express and all true and high poetry does reflect its innate musical ideas. Architecture—how musical it may truly be, and who has not felt the symphonic qualities of Guido Reni's *Aurora* or Correggio's *Night*! All that this means is that Art is one in essence, and transfer of terms from one form of Art manifestation, expression or reflection, to another is perfectly legitimate. In fact, this community of terms is one of the evidences of the unity of all her man expressions of Art in Art as idea of Beauty.

Music ideas are, however, distinctively in and of that individual form of Art reflection which we term music, and can only be realized in music perception and conception. What the Kindergarten needs is men and women who realize music, think music, feel music.

Pardon this reiteration, but meeting daily with so large a number of those who, while called musicians, do not think and feel music, but live in an atmosphere of mere tone, or are the bond-servants of so-called physical law and its products, I realize keenly the necessity of pointing out a clear-cut dis-

tion between executants on the one hand and emotional inanity on the other.

True music thinking, music feeling always does and always must carry with it an atmosphere of poetic thought and feeling, but this is the effluence of Beauty consciously realized in music concepts.

Many Kindergartens are casting the piano out of their synagogues. Why? because musicians are not to be found. Kindergarten teachers feel the need of *music*, pure music, and the piano seems to stand right in the way. As commonly used, it is as if one should stand before the Angelus with a screen of more or less ugly colors and ask you to see the picture behind it. The trouble is not in the piano, but in the screen the "player" makes out of it. What is now needed is a musician, one who can realize music as idea, and transform the piano into an instrument *of* music, not *for* music—one who can dissolve the piano in tone and tone in idea. What is wanted is not piano-music but music-pianos, not voice-music but music-voices.

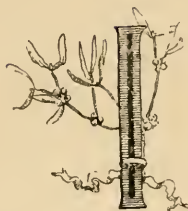
There should not be any distinction made between vocal-music and piano-music such as is being made, but these should disappear in music until the voice and piano are voices of music. But in order that this may be true there is needed such a study on the part of those who are to bear the name musicians, as will develop in them a conscious capacity for understanding music, a strong, healthy power for conceiving music, and such a consciousness of the relation of activity as will be indeed the incarnation, the expression of music thinking and feeling.

This kind of a musician must also be able to enter into the child thought, child life, child experience so keenly, in such an utterly childlike manner as to realize the child music, and understand the childlike interpretation of it.

This is to me the first great want of the Kindergarten, and while I wish to point out in another paper two or three others, I presuppose musicians who will not only know what material will meet these needs but how to use it.

CALVIN B. CADY.

EARLY KINDERGARTEN WORK IN CALIFORNIA.



THIS necessary that the historian of education on the Pacific Coast begin with the mission schools into which the Spanish *padres* gathered their Indian converts, more than a century ago. From that time till the establishment of the first public school in Yerba Buena, the infant city of San Francisco, in 1849, is a long step. Then came the founding of the college which in 1868 was chartered as the University of California. Thus for the children of the State over six years of age, generous provision was made.

With the same carelessness, perhaps rather, dullness, that has characterized so many teachers and even parents, nothing was planned for the little ones, and the first six years, "the most important period of childhood for formative purposes," were left unused and wasted.

As the years passed, however, here and there appeared private Kindergartens, so that gradually the leaven of appreciation of this valuable time worked among thinking people. Then came the visit to San Francisco in 1878, of Prof. Felix Adler, a man whose name is well-known because of his belief in the elevation of working men and women by education and the practical demonstration of that belief through his school for workingmen in New York city with its many opportunities for students of all ages and both sexes. By his influence, men and women of prominence, both intellectually and socially, were interested in this the most beautiful and perfect form of infant education, and the San Francisco Public Kindergarten Society was organized, followed in a short time by the establishment of the first free Kindergarten west of the Rocky Mountains.

The first day of last September saw, as fourteen September firsts had seen before, troops of little feet hopping, skipping, dancing, walking, or running up the little Silver Street hill from Third and down from Second, but in 1878 there were but forty little folks to enter the old gate, and some may have been brought thither by "unwilling feet," for the Kindergarten was then an unknown quantity. In 1892, there were two hundred and twenty-five and not a reluctant pair among them. What a procession it would be, could all the tiny soldiers who have marched within those walls, be gathered and drawn up at "attention!" From the youths and maidens just leaving their teens down to the three-year-olds of the present baby-classes, all ages would be represented, and a cosmopolitan army it would be, for almost every nation and tribe under the sun has had at least one son or daughter there. Occasionally whole families of brother and sisters would appear. There were the Isaacs—who that has known the Silver Street Kindergarten intimately, but has also known at least one member of that large and interesting family? There were Jakey and Selina and Caesar and Rosa and Abraham and Sir Moses Montefiore (more usually addressed as Monty) and Flora, a goodly array!

The forty who formed the first class were gathered in one of the smaller rooms of a building which now is none too large to meet the demands made upon it. Here are three classes, the Eaton doubling, the Crocker trebling the numbers of that first one. Here too are special class-rooms to which a division may retire when about to wrestle with an intricate dictation in sticks and rings, or enjoy a group work building-play, or solve some one or other of those complex problems which confront these infant philosophers at the Kindergarten stage of their education. Near the main entrance is the pleasant room of the California Kindergarten Training School. A part of the ground floor is occupied by the matron of the institution, who is thus always at hand in case of special need and gives valuable help at all times; the remainder is given up to the "Boys' Library," an outgrowth of the same spirit that has always inspired the directors of

Silver Street. Its purpose is to help educate the boys of the neighborhood by giving them good literature, instructive games, music, pleasant surroundings and friendly intercourse with refined people.

Turning again to the early days of Kindergarten work in California—or in San Francisco, since from that city as a center (with the exception of Miss Marwedel's earlier and comparatively brief private Kindergarten work in Los Angeles) has circled out to other parts of the coast the Kindergarten spirit and method—one finds much of interest in the printed reports which have told from time to time the progress of this work.

In the first one, which was indeed the first report ever written of free Kindergarten work in the West, the keen-witted reader may find a suggestion of the hand that sketched for our fascinated gaze Patsy and Carlotty Griggs, Carol and the other Birds and the Ruggles family, Timothy and Lady Gay and Rags, for, as "Miss Kate," Mrs. Wiggin was the presiding genius of this "little one" which, in due time, "shall become a thousand" of which the sixty-five free Kindergartens now flourishing in San Francisco and its neighbor city across the bay are but the advance-guard. She tells us that "the general plan or idea of the society was to disseminate the tenets of the New Education as widely as possible throughout the city, "and its by-laws give as its purpose the establishment of free Kindergartens" with a view of conferring the benefit of Kindergarten education upon the children of the poor, of rescuing them from the vicious examples of the street, saving them from the cruel consequences of neglect and so to develop in them the elements of skill that they may become useful and honorable members of society in later years;" in short, to educate mentally, morally, physically and industrially, the children who came within its influence.

One more quotation must be given from the same report as emphasizing this purpose; it begins an appeal for help to continue the work already well begun, and indicates the reasons upon which the right to make such an appeal for help were based. "The Kindergarten system is now considered by all

educators and philanthropists as the only rational beginning of child education, and the purest and most healthful instrumentality for accomplishing that moral development which is the absolute aim of all true education, all other aims being relative. As the beginning gives a *bias* to the whole after development, so the early beginnings of education are of *vital* importance. Is there a solitary blossom or outcome of human thought, feeling or relation that does not send its tap-root down into the subsoil of early years? The Kindergarten is not for the poor child *alone*—*i.e.*, a charity; neither is it for the rich child *alone*—*i.e.*, a corrective or antidote; but it is the proper atmosphere and birthright of *every* child."

From the second report issued in 1883, the first after the reorganization of the association before mentioned into the New Silver Street Kindergarten Society, which has since conducted all the work at Silver Street, the temptation is strong to quote some indorsements of this work, contained in letters from well-known educators in San Francisco. In the others that have been issued since, there is much more to the same point, and further evidence that the ideal held up to all Kindergartners on the Pacific Coast has been nothing short of perfection.

Many of these same Kindergartners are graduates of the California Kindergarten Training School already mentioned. This was founded by Mrs. Kate Douglas Wiggin, then Miss Kate D. Smith, and graduated its first class in 1881. The demands of life and of literature have gradually withdrawn Mrs. Wiggin from the training-school, but all who know her sister, Miss Nora Smith, must surely feel that its standard of excellence will be maintained, if intellectual ability, sincerity and devotion have any force and value in this world. It has in the twelve years since its organization sent out three hundred and eight graduates to carry on, here and there over the State and outside its borders, this work which is for little children the true art of education and for the Kindergartners themselves, a source of sincere happiness and of real development.

At more than thirty places in California outside of San Francisco Kindergartens are conducted by graduates of this

training school, and even into Arizona, Utah, Oregon, Texas, Washington, Nevada, British Columbia and the Hawaiian Islands have others gone to introduce this new education. In addition, the California Kindergarten Training School is the mother of five other training schools, one in Portland, Oregon; the second in San Diego, California; the third in Denver, Colorado; the fourth in San José, California, and the fifth in Oakland, California.

After the second class had been graduated, the Kindergartners began to feel the need of the inspiration and the pleasure which come from interchange of thought upon topics of common interest to all, and so in March, 1883, they organized the California Froebel Society. This society is now nearing its tenth birthday and the anniversary should certainly be celebrated. Only those who have attended its meetings faithfully from the beginning can know the tender care bestowed on the infant society when its members were few and diffident, nor understand the corresponding joy with which its promoters view it now. To many, it has been a source of comfort when days were dark as days will be, of encouragement when footsteps faltered, of inspiration when ideals seemed unattainable, and of pleasure always.

This is but a part of the free Kindergarten work on the Pacific Coast, but of such work Silver Street was the pioneer. It has been followed by a noble band from San Diego to Victoria, from the ocean eastward to the Rocky Mountains. May the historian of the rise and progress of education on the Pacific Coast soon appear to tell of this and all the other work which has been born and sheltered at Silver Street, the three Kindergarten classes, the training school, Froebel Society, the Little Housekeepers' Class and the Boys' Library, as well as of all other kindred institutions up and down this western shore of our country.

MARTHA L. SANFORD.

Worcester, Mass.

THE SYMBOLISM OF THE EVERGREEN.

CHRISTMAS is coming. The birthday of the children's best Friend—of him who said, as he reached out his loving arms :

"Suffer the little children to come unto me and forbid them not, for of such is the kingdom of God."

"And he took them up in his arms and blessed them."

Truly, it is well that children celebrate this day, and be like the shepherds not only glad and joyous over the "good tidings," but spread it abroad that others may be made happy too.

Down through the hundreds of years since that Babe was cradled in the manger, people have been learning ways to spread this happiness more and more. One of these ways to make faces lighten with smiles and give a glad ring to the voice is the

CHRISTMAS-TREE.

Come, let us go among the hills where these trees flourish and see them as they grow !

What lessons have they for us ?*

How fresh and green they look against the brown leaves of the oaks !

See! The frost cannot hurt their leaves, which are fit emblems of that perennial life which always has beauty and freshness for the childlike heart.

Look at the gracefully tapering top, rising till it seems to vanish in the blue sky ! So the Christ-child came to point us heavenward. Our church spires are modeled on this.

What a *huge* tree that one is ! Are any trees larger ? No. The cedar of Lebanon was a type, in Bible times, of beauty, strength and majesty ; but the redwoods of California are greater still, and the grandest trees which grow. Some of these were thirty feet or more through, over one hundred feet

*In what follows I shall refer to cone-bearing evergreens in general.

around and four hundred feet high ! Once these giants were tiny little seedlings.

So the reign of the Christ-child has grown to be the mightiest force on earth and the promise is that it shall "fill the whole earth" with "peace and good-will to men."

But see ! It is one single, tremendous shaft from bottom to top. Of the many encircling branches, not one rivals the stem in size ! True—and how symbolical of that incomparable life which began to unfold on Christmas-day. One steady purpose ran through it all, which turned not "to the right hand nor to the left," and the encircling branches, raised into the helpful light and air by the truth, remind us of the unity of his church, with its "many members, but one body."

See these dead, fallen branches around the base ! How eloquently they remind us that "If a man abide not in me, he is cast forth as a branch and is withered."

Now, close at hand, we hear the musical singing of the wind, as it only can sing among the needles of these trees. No wonder the wood, vibrating as it grows to grand strains, is so excellent for such musical instruments as the organ, piano and violin, which aid us to take up the song which the angels sang on that glad night.

We also notice the refreshing fragrance and see the amber drops of gum upon the trunk. Whittier says, "Our pines are trees of healing," and truly there seems almost life-giving power in their balsamic odors. The "frankincense" brought by the wise men may have been the gum from some kind of Christmas-tree. Since the Saviour came there *has* been, for us, a "balm in Gilead" and leaves "for the healing of the nations."

As we proceed, we notice that these trees are *social* and grow in groups. That where one has stood apart and exposed, it has lost its symmetry and shows the scars of its solitary struggle with the elements.

How this fact illustrates the use of our family, school, social and church life !

Truly, it is well for the growing of upright, symmetrical

characters that we be surrounded by *others*; that the united strength of *all* be opposed to the trials which might overthrow, or at least render us one-sided.

Nor is *sturdiness* sacrificed thereby; for as we now come to where Nature's order has been interfered with by this clearing and the winds have had full sweep, the prostrate trunks present their circular masses of upturned, wicker-like roots for our study.

How *shallow* they ran; but how many and how fibrous. Interlacing below the surface with those of their neighbors, they had a mighty power of resistance and were able to stand secure; while the energies, which in a solitary tree must have been expended in driving a huge tap-root, are economized to rear the stately shaft.

Shall *we* build earthward or heavenward?

Shall we rejoice and flourish in the mutual interchange of helpfulness or arrogate an independence which compels our attachments to be so largely earthward and unprofitable!

Here is the woodsman at work on one of these fallen trees. How thick the protecting bark! Hidden in its cells lie chemicals which can convert the corruptible skin into the durable leather.

What whiteness and fragrance to the wood. Every fiber, under the lens, shows a characteristic beauty, and its origin can be recognized from the minutest fragment.

Let us examine the beautiful rings of growth:

These tiny rings at the center were all it could do when young and small, but having been built, served as the basis for greater and greater achievements.

So the Christ-child "increased in wisdom and stature, and in favor with God and man."

Are we improving the *small* beginnings?

Does each day, and week and year leave its "rings of growth" in our characters.

Are *we* pressing on to greater and greater things?

Here are the cones. The many scales, acting together, have folded the growing germs securely while they matured. When the winged seed—in *pairs* at the base of each scale—were ripe, provision was made for their escape.

Falling—the wing kept each seed in the best possible position to penetrate through leaves and moss to the moist earth. Within each is a tree in embryo, snugly packed away with the store of food it must have to sprout.

This food is insoluble oil or starch—well fitted to *keep* but useless in that state to the germ; so with it is packed a little of a substance which at the proper time will convert this insoluble food into soluble sugar.

Thus cunningly devised is the cone and its seed.

Now hear the words of its Creator: "If God so clothe the grass of the field, . . . shall he not clothe you?" What a holy spirit of restful faith these Christmas-trees should bring!

But what would a Christmas-tree be without its GIFTS!

The most precious thing about these gifts is something which cannot be weighed or measured or seen, and yet is very, very real. It is LOVE.

Jesus said, "Greater love hath no man than this, that a man lay down his life for his friends."

Truly his was a *great* love; and our gifts will be of value in proportion as they have some of *our selves*; our work or thought in them. The gift may be very plain and of little cost, only so plenty of this love go with it. Hence our gifts should represent our attempt to follow him.

And the CANDLES! They too have a meaning.

Each, as its flame mounts upward, is like the star which heralded him—the guiding-star of mankind. "I am the way."

Together they brightly illuminate the room, and so are like that "Light" which "lighteth every man."

Best of all, let each remember that *we* are to be a "light," and that no matter how feeble, we shall have a part in the grand whole, and as we shine, may we so reveal Jesus to the world as to hasten the time when, like the beautiful tree with its gifts, all eyes and hearts may be drawn to *him*.

EDWARD G. HOWE.

[Mr. Howe in this article gives us an illustration of the true science of nature,—that knowledge of the pine tree which generates strong feeling, sweet thoughts and a seeking into its hidden meaning. It is this which makes the true scientist,—the poet—the Kindergartner, Froebel was such an one.—EDITOR.]

THE CHILDREN'S HOME AT THE WORLD'S FAIR.



REAT interest is being shown by the army of Kindergartners all over the land in the prominence to be given their cause in the Educational Departments and exhibits of the Columbian Exposition in Chicago in 1893.

Besides the model Kindergarten in the Illinois State Building, the promised departments of actual Kindergarten work in the Children's Home will give Kindergartners excellent opportunity to demonstrate to the World's public the importance of child education and the system which most truly handles it.

The objections to these public exhibits of children are well answered in the announcement of the International Kindergarten Union, which indorses this plan. The same appeared in our November issue.

OFFICIAL CIRCULAR.

Although the world has known many large expositions at various times in its history, in none of these have the interests of children received the full representation they have deserved. Such great progress having been made during the present century in the methods of educating, amusing and caring for the physical well-being of the coming men and women, it seems desirable that an illustration of the best methods should be so grouped that they may be easily assimilated by, and made useful to, the vast number of people who will visit the Exposition.

In many cases it will be impossible for the mothers to visit the World's Fair without taking their children, and in so doing they will wish the little ones, as well as themselves, to take the fullest advantage of the educational facilities there offered. With these ends in view, the Children's Home has been designed, which will give to mothers the

freedom of the Exposition while the children themselves are enjoying the best of care and attention.

No plan having been made by the Board of Directors for a Children's Building, and no funds having been appropriated for this purpose, the Board of Lady Managers feels it necessary to take up the work of building and equipping a beautiful structure which shall be devoted entirely to children and their interests. The Board has secured a desirable location adjoining the Woman's Building on which to build the Children's Home, but only on the condition that the necessary funds for erecting it be provided within sixty days.

In the Children's Home will be presented the best thought on sanitation, diet, education, and amusements for children. A series of manikins will be so dressed as to represent the manner of clothing infants in the different countries of the world, and a demonstration will be made of the most healthful, comfortable, and rational system of dressing and caring for children according to modern scientific theories; while their sleeping accommodations and everything touching their physical interests, will be discussed. Lectures will also be given upon the development of the child's mental and moral nature by improved methods of home training.

The building will have an assembly-room containing rows of little chairs, and a platform from which stereopticon lectures will be given to the older boys and girls, about foreign countries, their languages, manners and customs, and important facts connected with their history. These talks will be given by Kindergartners, who will then take the groups of children to see the exhibits from the countries about which they have just heard. This audience-room will also be available for musical, dramatic and literary entertainments, which will be carefully planned to suit the intelligence of children of varying ages.

Kindergarten teachers will supervise the amusements of these children who are unused to Kindergarten training. They welcome this opportunity of showing that their theories are so practical, and have made them so familiar with child-life in all its phases, that they can make these little ones perfectly happy, and yet give them instruction which is none the less valuable because received unconsciously, and without the coercion of the ordinary class-room.

One of the numerous associations interested in such work will probably conduct a crèche where young children can be left in the care of experienced nurses, who will provide for all their wants while their mothers are visiting the various departments of the Exposition.

On the ground floor of this building there will be a large square court which will serve as a playground for the children; and here no grown people save attendants will be allowed to enter, although visitors can watch the little folks at play from a concealed gallery which will overlook the court at the second story, and which will also serve as a

screen for musicians. About the edge of this square will be gaily trimmed booths, where the toys of all nations can be obtained for the amusement of the children.

Model toys, the inventions of mechanics and scientist, will also be furnished, by means of which, after a child has finished playing with his steam-engine or photographic or telegraphic instrument, he will not only have received great amusement, but will have at his command the principles of science, which may be useful to him during his entire life.

In the center of the court it is intended to have a fountain, the wide shallow basin of which will be filled with fish, and afford a place for the sailing of toy boats.

The building is to be two stories in height, and the flat roof will probably form another playground. About the edge it is proposed to have flowers, trees, and vines, while the even surface will form an admirable space for the flying of kites and balloons. A strong wire netting will cover this garden at a height of fifteen feet, so that the little ones cannot lose their toys, and, moreover, will be in no danger of falling. Birds and butterflies will flutter about in this lovely inclosure unconfined, among the flowers and children, as the netting will render cages unnecessary.

One room will be furnished as a library and reading-room, and here will be found all the children's periodicals, as well as the best books written for them, with portraits of their authors.

THE PRINCIPLES OF THE KINDERGARTEN THE FOUNDATION FOR ART EDUCATION IN THE PUBLIC SCHOOLS.

I.



RIEDRICH FROEBEL, the founder of the Kindergarten, was born April 21, 1782. His mother lived but nine months after his birth. His father was a country pastor, active and stirring, earnest in his church duties, but apparently knowing little of the way in which his motherless child was growing up. Friedrich was left to the servant and to the older brothers and sisters. After a time his father married again, but the marriage brought motherly care only a little while to the four-year-old boy. He soon found himself neglected, misunderstood and severely blamed. He says himself, "I had really no more a father than a mother."

He took comfort, however, in watching work going on about him. The impressions of the clear sky of the mountain region and of the pure fresh air of his childhood home remained with him through life. He learned, too, to know and love nature. He went to church and listened to the old orthodoxy of his father. He went to school and into his simple child-soul received during his first week there, the passage which became his constant companion and inspiration : "Seek first the kingdom of God."

Left alone and repelled, he tried to solve problems in his little mind ; he learned that there was an outer and inner life, and he resolved to be noble and good. He looked, however, with wondering eyes at the dissensions of family and church

and sorrowed. Nevertheless, in the sacred church songs he found his little existence pictured ; they were songs of life to him and he took courage.

But with all this inner life of aspiration, his outer life was at variance.

He was active and full of spirits. Being untrained he had many bad habits. He was careless and many times destructive, for he wanted to know how things were made. He liked to be busy and often took the wrong time, the wrong place and the wrong material. He was repressed, reprimanded and punished and finally he learned to conceal and deceive and he passed as a bad boy.

When he was ten years old (a hundred years ago) there came a great change for him. An uncle, gentle and kind, visited them. He saw how the life of the boy was being dwarfed and warped and twisted, and he took Friedrich to his quiet and peaceful home. A new life now opened. In place of constraint, distrust and neglect, came confidence faith and love. The boy's nature expanded, he felt within himself the influence of free activity and a true balance came into his life ; and guided by gentle human friendship and love he learned to think more deeply, to act more freely—he was emancipated and inspired. His school was a delight ; he especially enjoyed the religious instruction and mathematics. One of his two teachers, however, was pedantically severe, the other humane and gentle. The former never effected anything with the class ; the latter, whatever he wished. These results the boy stored away in his mind, calling them forth when afterward he came to his great vocation.

His life during this period of five years had three positive directions ; religious thought, the unfolding and establishing of what was expressed in his boyish play, and the quietly active ideas gained in his uncle's peaceful home. To this life he devoted himself fervently. Thus his inner and outer life developed through freedom, thought and action.

What I have said of these two periods I have taken from Froebel's own expressions in his autobiography. He there dwelt long upon them as they appeared to him the key to the

struggles and developments of his later days. As we consider his life in these two periods, in the first neglected, repressed, shut in, yet with high aspirations, in the second welcomed, set free and inspired, we can see how these experiences made it possible for him, in later years, to enter so fully into the longings and delights of the little child.

After this his life was much varied. He was successively forester's assistant, student at Jena, clerk, surveyor's assistant, draughtsman, bookkeeper, secretary, and then having received a small legacy he decided, at the age of twenty-three, to become an architect. But Grüner, an able teacher of a model school at Frankfort, saw in him what Froebel himself had not as yet clearly seen, that he should be a teacher and offered him a position in the model school.

Froebel accepted it and thus speaks of his work: "It seems to me as if I had found something not known and yet long desired, long missed—as if I had found my native element. I was like a fish in the water, a bird in the air." He had found his home.

After a season of teaching he came to be dissatisfied with his own attainments and went to be a student with Pestalozzi at Yverdun where he remained for two years. In 1811 he went to Gottingen to study, and to Berlin in 1812. His studies were mainly on the side of the sciences, botany, mineralogy, physics, chemistry, natural history, crystallography,—all leading him on in his study of the laws of the universe. He served in the war of 1813. In 1815, being thirty-four years old, he began to form more definitely his plans of education and thenceforward he worked for the education of man. In this work he found himself turning more and more towards the children, and he felt that for the elevation of all education it was necessary to begin at the earliest childhood as the most important time for human development. In 1840 he decided to give his work the name of Kindergarten, and for the cause of the Kindergarten he worked till his death in 1852, at the age of seventy-one.

Froebel based his work upon great principles,—the relation of man to himself, to nature and to God. He believed

that education should not only be intellectual, it should be physical, intellectual and spiritual. He believed that the laws of the universe are one and that all life, material or spiritual, conforms to these laws; that as the plant develops through the action of its own nature, so the child should develop through his own activity.

He says: "Neither man nor mankind should be regarded as already a finished, perfected, stereotyped being; but as everlastingly growing, developing, living, moving onward to the goal which is hidden in eternity."

And again he says: "Man is destined to rise out of himself by means of his own activity, to attain to a continually higher stage of self-knowledge."

"Man should by education be raised into free conscious obedience to the divine principle that lives within him and to a free representation of this principle in his life." This he felt could be done only through self-activity, through making the external internal; by perception of his environment; and through making the internal external, by expression of his thought.

The beginnings for these conclusions were made in Froebel's early childhood, and they gathered strength as the years went on. He studied and thought with increasing earnestness, he studied especially child-nature and gave to the world his great discovery,—what Mr. Clark has so often called "the discovery of the child." He found that the self-activity of the child was developed first through the play, as play revealed himself to himself, and was the true activity of the child. Diesterweg said of him, "The man is actually a seer. He looks into the innermost nature of the child as no one else has done."

This is the great principle which Froebel enunciated and developed step by step.

The development of man through his body, mind and spirit to a knowledge of his relation to man, to nature, and to God can be reached only according to the laws of the growth of the universe through self-activity. Self-activity must first make the external internal and then the internal external.

Having stated this principle I wish particularly to dwell on self-activity as showing the way in which the highest æsthetic development of man is to be reached. Self-activity in the child demands that he shall acquaint himself with what may be around him; thus making the external internal, and still farther demands that having acquainted himself with what is around him he shall in some way express his thoughts about what he has discovered, shall make his thought manifest, shall make the internal external.

The term creative self-activity is sometimes a stumbling-block to beginners in the study of the Kindergarten. Why self-activity, and why creative? Why not simply activity? Because the idea has been too prevalent in education, in deed, if not in word, that the child should be a passive recipient and that any activity, especially physical activity, which he might show should be instantly suppressed. The new gospel, however, is that the child must be allowed—nay, even trained to be active and that true activity is that which comes from within, which is directly prompted by his own nature, hence the term self-activity. Moreover it is believed that true self-activity consists not merely in motion or action, but that in obedience to the great law of life true self-activity will be creative.

The unconscious creativeness of instinct in the animal world as in the human world proceeds according to this same law of formation; the childish instinct bears the same law within itself as that by which the spider weaves and the silkworm spins and the bee makes its cell. Therefore as this activity exercises all the powers and tendencies, free obedience is not only secured but follows itself; for every being strives, must strive, for his own development, how unconscious soever this striving may be. This then is the wonderful outcome of this doctrine, that whether we consciously will or not, we are according to the laws of our being constantly developing through self-activity to the extent we are allowed free play. It will be seen that this is simply the doctrine of evolution, now to be studied that it may be applied to the education of man.

Froebel says that "the true origin of man's activity and creativeness lies in his unceasing impulse to embody outside himself the divine and spiritual element within him." Believing in this most devoutly, he could conceive of no greater mission than to promote this activity through education. After long consideration he concluded that in early childhood the outward form of this activity can only be that of play, and therefore, he observed children at play most carefully, to discover how they manifested themselves in this freedom, and then studied still farther that he might see a way to convert this play into creative action. For if this were done, if the play were led to creative action, this action would offer to the development of the whole being from the very beginning a support and guide toward the right.

In pursuance of these ideas he found that his first educational task was to make the child acquainted with the things of the material world which constitute the basis of the abstract. Knowledge of material things can only be had by handling them, and the formation and transformation of material is therefore the best mode of gaining this knowledge from childhood. His plays and occupations show the possibility of doing this, for they show how he must begin to give activity to the powers of childhood in order that they shall neither rust and be lost for want of use, nor be strained by overstudy.

But physical activity and skill gained by the formation and transformation of material was not the goal which Froebel was striving to reach. He could not be satisfied without spiritual activity and he felt that only by the mediation of the agreeable could the germs of the spiritual be awakened. The child must be knit to what is pleasant, and that in his own action. He must be gained over through his own effort and that ideal be awakened which waits for the incentive from without to burst forth; for some sense of the ideal dwells in every child's soul. If this were not so, human life would never be enlightened by rays of the ideal. Nothing can come forth from the conscious human being that did not lie germinating in the unconscious soul of the child.

But, the expression of the ideal is art, and thus Froebel reached the conclusion that the highest outcome of creative activity is art, as expressive of the highest thoughts of which the human soul is capable. "Indeed," he says, "art alone can truly be called free activity." Again, "The beautiful is the best means of education for childhood, as it has been the best means for the education of the human race." And again, "For the religious education of the childhood and youth, the beautiful, above all things, art must co-operate."

And finally he makes this appeal: "Do you know how you can awaken the divine spark in your child? Let him behold the beautiful in form and color, in tone and gesture, whenever the spiritual element in him threatens to sink away in the satisfaction of bodily wants, or desires threaten to draw him into the animal sphere. Then awaken in him the impulse of activity and exercise it to a degree of effort which will steel the will, even in the nursling, while he is playing with his limbs, exercising his lisping organs of speech, and while his ear is taking the cradle song into his soul."

MARY DANA HICKS.

(To be continued.)

CHRISTMAS AND HOW TO CELEBRATE IT.*



ALL festival occasions when rightly used, have a unifying effect upon the family, neighborhood, Sunday-school, church, state or nation, in that they direct all minds, for the time being, in one direction toward one central thought outside of self.

The family festival is an enormous power in the hands of the mother who knows how to use it wisely. By means of the birthday anniversaries, Fourth of July, Thanksgiving, and above all, Christmas, she can direct her children's activities into channels of unselfish endeavor.

Of all festivals of the year the Christmas festival is perhaps the least understood; that is, if one judges by the general observations of the day. *Why do we celebrate Christmas? What are we celebrating?* Is it not the greatest manifestation of love, unselfish love, that has ever been revealed to man? And how, as a rule, are children taught to observe it? Usually by expecting an undue amount of attention, an unlimited amount of injudicious feeding and a selfish exaction of unneeded presents; thus egotism, greed, and selfishness are fostered.

The Christmas season should be the season in which *the joy of giving* is so much greater than that of receiving, that the child, through his own experiences, is prepared to receive the great truth that "God so loved the world that he gave his only begotten Son." For weeks beforehand the mother can lay her plans by which each child in the family may make something, may do without something, or in some way may

* Suggestions given by Elizabeth Harrison to the mothers of the Mothers' Department of the Chicago Kindergarten College.

earn money for the purchase of something, which is to add to his Christmas joy by enabling him to give to those he loves, and also to the unfortunate who, but for his thoughtfulness, would be without a Christmas "cheer." In this, of course, the mother must join with heart and soul, else the giving will become a mere formal obligation.

Little children, when rightly trained, enjoy the putting of *themselves* into preparations by which they are to surprise and please others, fully as much, if not more, than they do the receiving of presents. So near as yet are they to the hand of God that unselfish love is an easy thing to inculcate. Let me contrast two preparations for Christmas which have passed under my own eye. In the one case I chanced to be in one of those crowded toy shops where hurried, tired women are trying to fill out their lists of supposed obligations for the Christmas season. All was confusion and hurry, impatience and more or less ill-humor. My attention was directed towards a handsomely dressed mother, leading by the hand an overdressed little girl of about eight years of age. The tones of the mother's voice struck like a discord through my soul. "Come on!" said she petulantly to the child, who had stopped for a moment to admire some new toy. "Come on, we have *got* to give her something, and we may as well buy her a couple of dolls. They'll be broken to pieces in three weeks' time, but that's no matter to us. Come on, I've no time to wait." This last was accompanied by an impatient jerk of the loitering child's arm. Thus, what should have been the joy of Christmas-giving, was made to *that* child a disagreeable, unwilling and useless expenditure of money. What part of the real Christmas spirit, the God spirit "which so loved the world," could possibly come to a child from such a preparation for Christmas as this? Nor is this an unusual instance. Go into any of our large stores or shops just before Christmas and you will see scores of women checking off their lists in a way which shows the relief of having "one more present settled." All the great, true, beautiful spirit of Christmas joy is gone and a mere commercial transaction, oftentimes a vulgar display, has taken its place.

On the other hand, go with me into one of our quiet Kindergarten where the sunshine without is rivaled by the sunshine within. See the white-aproned teacher seat herself and gather around her the group of eager children. Listen to the tones of her voice when she says, "Oh, children, children! You don't know what a happy time I am going to let you have this Christmas. Just guess each one of you what we are going to do to make this the gladdest, brightest, happiest Christmas that ever was!" Look into the eager little faces anticipating a new joy, knowing from past experience that the joy means effort, endeavor, self-control and self-denial; nevertheless, that it means happiness, too. Listen to the eager questions and plans of the children and then hear the announcement, "No, better than that!" "Better than that!" "I am going to let each one of you be a little Santa Claus. I am going to let each one of you make not only mamma and papa happy, but also some dear little child who might not have a happy Christmas unless we do for him." Listen, as I have listened, to the clapping of hands after such an announcement. Look at the light which comes into the eyes. Notice the eager look of interest upon each face as all seat themselves at the work-table and the plan of work is more definitely laid out. Go as I have gone, morning after morning and see these same children working patiently, earnestly and continuously upon the little gifts which are to make Christmas happier for some one else. Will you then need to ask the question as to which is the truer way of celebrating the holy Christmas time?

Not that I would have you deprived of the pleasure of giving to your children, any more than I would have the children robbed of their pleasure of giving to others, but let me beseech you that your gifts be not gifts of useless profusion, of such articles as cultivate self-indulgence, vanity or indolence. Give to your children few and simple gifts, such as are suggestive and will aid them in the future drawing out of their own inner thoughts or ideals. Give to your little ones building blocks, dolls to dress and undress and take care of, horses and wagons with which they can imitate the traffic

world about them. Let the toys be simple, strong and durable that your child may not gain habits of reckless extravagance and destruction, which flimsy toys always engender.

Remember a few good toys, like a few good books, are far better than many poor toys. Toys in which the child's own creative instinct has full play are far better than the finished toys from the French manufactures. In fact, too complex a toy is like too highly seasoned food, too elaborately written books, too old society or any other mature thing forced upon the immature mind. Your choice should be based not so much upon what the toy is, as what the child can do with it. Give to your older children paint boxes, chalk, crayon, scroll-saws, cabinets in which are arranged the beginnings of various collections.

The instinctive delight of putting his own thought into his plaything rather than accepting the thought of the manufacturer, is why most boys delight in presents of tool chests. Books of course, when wisely selected, are always good presents for children. Each well selected book gives a child a glimpse of some other part of the great world which he has not yet entered. Various games in which all the children may take part, in which good-humored competition comes into play, are also judicious presents for the older children, but above all things else, let that joy of having given of his best to some poor and needier life, be the chief thought of Christmas time. Such stories as Dickens' "Tiny Tim" will be well for you yourself to read as preparation for this Christmas season.

CHRISTMAS CAROL.

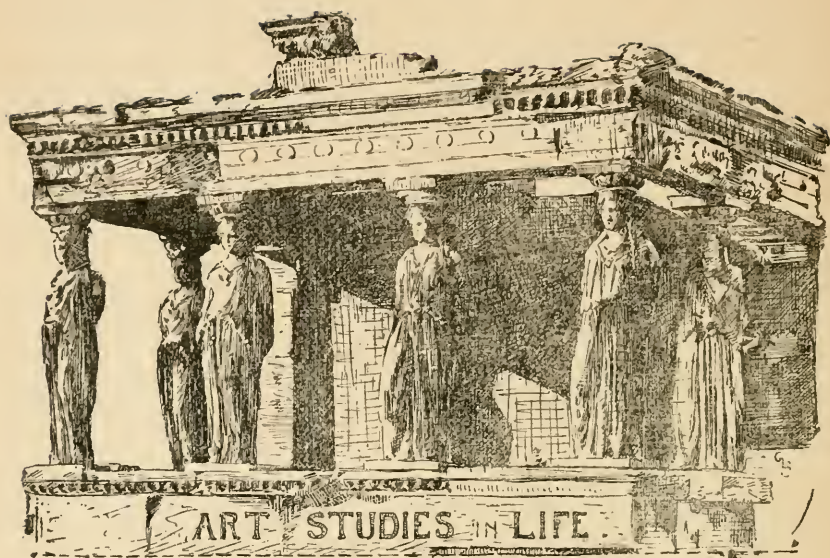
ANDREA HOFER.

ELEANOR SMITH.

1. Green hol - ly boughs bring, Let all the bells cling And
Christ - mas trees bend With gifts for each friend, While

sweet ear - ols ring For the an - gels sing. Our Christ is
sweet songs as - cend With the an - gels to blend, Our Christ is

born to - day! 1st. 2d.
2. Let day.



IN approaching Greek art from the standpoint of to-day, there are many things which puzzle us. Especially is this true if we do not look upon it wholly and abstractly as *art*, but as having a reality and we ourselves related to this reality.

As we look at the wonderful figures of this art, they seem to speak to us in a language which once we knew, even at times with an accent so familiar, that for an instant there shines over to us from out a half-forgotten past the radiance of something which once we were. As their full beauty begins to dawn upon us, we long to be that again.

Following the childhood fancy of trying to think one's relationship back to Adam, let us stop off at the halfway landing of Greek history. What new and strange impressions of ourselves come to us, do you think?

What woman who in an exhilarated moment of freedom, of completeness, has not felt that she could be, yes, that—she *was* beautiful—that it was her divine right to be beauti-

ful? Has there not come to her who dared, even for a moment, to think thus, a sense of keener activity and a stronger power of expression?

Let us join for a few moments the glorious train of humanity with which Phidias enwreathed the Parthenon. Let us turn back, not only the years of our own lives, but beyond into the history of the races, to that time when man looked out from the sincere and wondering eyes of childhood, happy and undisturbed in the unity of himself.

We see Phidias carving out the soul-life of the Greeks, bequeathing to us a picture of most beautiful, must perfect Man. Is it difficult for us to understand this perfected man? We feel his beauty. We go to him and could almost place our hand in his. We long to be like him,—but there seems to be an impassable gulf between us. Have we then lost the key which will unlock to us the mystery of his sincerity, the great and purposeful, yet absolutely childlike character of his nature?

It is the honesty of these figures that awes us, the God-power that breathes from them that startles us. It is the earnestness and sincerity that puzzles us.

In the large untroubled brows we read the childish outlook of faith and unspoiled hope and love. The trusting, open gaze asks no troublesome questions, seeks no unrevealed wonders.

These beings so beautifully poised and adjusted to themselves seem to say to us: "to the soul that is self-revealed, there is no mystery—no need of revelation." The great *I know* seems to dwell in the bosom of each one and in this self-recognition they look serenely out upon the wide world about them, reflecting themselves in everything and everything in themselves.

In this honest embodying of the child in man, Phidias has marked the time in history and art when nature's man, the individual, the God-man reigned. When he carved his Zeus, it was as though the soul of the master-artist for all time stamped unity upon man,—in an eternal declaration told what art is,—namely, the unity of body and soul.

He wrought out into one noble expression, not only what man then was, but that which he aspired to become, and that from which he came. All these, balanced against each other and knit together, demanded embodiment, beautiful, harmonious, poised. Here no one member may war against another, head may not be at the expense of heart, or either at the sacrifice of true body. If we read the story of its wholeness, we will find that body is mind and feeling expressed,—the trinity or triunity as one.

It is truly an experience for an ordinary nineteenth century woman to stand before one of those human goddesses of the past and let the repose, the calm majesty of that presence speak to her.

Take one of the group of Caryatides, those colossal figures which support the Temple of Pallas Athena, the Wisdom-mother of the Greeks. Come near to them and view them candidly, in all their heroic balance of power. Here is strength, dedicated to blessed service, and embodied in the completeness of womanhood.

Here is no indication of the femininely beautiful—the pretty of that womanhood—which characterizes much of the later Greek period and particularly the art of modern times. These are modeled after women as we see them, not after the ideal which every woman holds in her heart. The same comparison holds good in the Venuses grouped about the *Milo* in the Louvre.

The Venus as she stands in her majesty, is a type that inspires every man with wholesome awe and respect, while she towers above her modern sister with a suggestion of strength and rounded power which is calculated to produce a moral shock. She is so large and honest, so serene of heart and mind; she is so open and entirely without the *finesse* of the modern woman. In her breadth of body and affection she seems to have nothing to fear and nothing to conceal—simply to live and let herself *be*.

Imagine, you her sisters, the absolute luxury of letting ourselves down out of the tension of much of our vain strivings, to cut the lacing strings of false customs and to actually

live and be. Do you not think that we too might grow rounded and stately as our prototype? Let us hope that the contemplation of this breadth and freedom may plant more deeply the desire to have it in our midst.

But to return to our Greek woman. From our agitated standpoint of art and life, she seems almost unemotional, almost lacking in expression. If we are accustomed to think of expression as exaggeration, almost contortion, then can we ably criticise upon this point. But do we not feel beneath the surface of all her slow grace and smooth-flowing lines the warmth and nurture of true womanhood?

It is not the absence of expression, but the absence of pretense and fuss that is wholly inexplicable to us and strikes us dumb in her presence. It is this quality of repose which fairly makes her a creature of another kind.

It was a wonderful birth moment which simultaneously produced a Pericles and an Aspasia in history, a Socrates in philosophy, a Phidias and a Parthenon in art. A moment so fraught with greatness is great for all time. We, in our rapid rushing nineteenth century life, are beginning to feel the need for some such *background* and solidity with which to steady our ever-increasing momentum. We are beginning to inquire who are our predecessors.

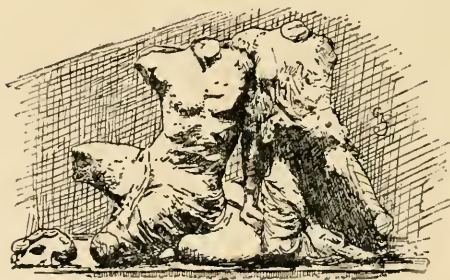
The Greek with all his art is ours to-day. The great living art of Phidias once projected into the world continues to live even as we are the children and heirs of all past generations of men and art. What is this royal ancestry from which we are descended? The Greek woman was not the whole woman. She was the beginning of what we are,—of which we should be the fulfillment. She was not only goodly and great in her poise of self, she was expansive and constant. When once we realize ourselves as we are in truth, self-poised, governed only by a steady current of stability expressed in our daily word, act and thought, we, too, will cease to burn ourselves out like rush-lights. We may learn this lesson to-day. Let me formulate it for you as I have for myself:

First, be yourself. Find out what you are, not by a pro-

cess of articulation and speculation, but by holding still long enough to see what you are thus seek out normal being. Second, let yourself *be* all you are. *Be* in the fullness of the measure God has given you. Be great and be a great deal. Be in many ways, be in everything you touch or do.

Third, have faith in yourself; rejoice in the opportunity to be much because you live out what you are. The *now* is yours in which to do and be and be beautiful.

MARI RUEF HOFER.



EDITORIAL NOTES.

WE send as a greeting to our readers the Christmas *Child-Garden*, the new magazine of Story, Song and Play for little ones. There has been an expressed desire by many for a child's magazine after the Kindergarten idea. This is now to be satisfied. The KINDERGARTEN MAGAZINE comes leading this child of the new school as it were by the hand, and says its aim in life is to be pure and simple, sweet and delightful ; it is just the comfort for mothers and teachers, from which either to read aloud or to give into the hands of their little readers, who, while spelling out the words for themselves, may spell out an ever-deeper meaning. The KINDERGARTEN MAGAZINE aims to present the fundamentals of educational work, and the application of these in the daily school-room. It is sent out to its readers, in appropriate, professional style, with a promise shining through all its pages of an ever-growing, widening influence. It is the property of Kindergartners, whose blessed privilege it is to bring the leaven of practical idealism into the home and the school.

A PRACTICAL newspaper man, whose years of public experience have taught him the best method of pushing a new cause, makes the following practical suggestion which we could most heartily wish Kindergartners to adopt : " There is a good field for unlimited work, to speed your cause through the newspapers of the land. I believe Kindergartners ought to do this very thing, in a systematic way, if for nothing more than the good it will do some of the suffering mothers who may chance to read such articles. I sincerely believe that a few years of such work would fully double the interest in the subject all over the land. You will touch the magic button which will set millions to thinking." One of the editors of this magazine opened such a campaign several years ago, in a

certain western district. It demanded great personal effort to send out bright, readable and intelligent articles on the Kindergarten and its aims, to at least one local paper each week. This was carried on for nearly two years, and to-day there is no section of that western state better informed or more active in the work than this one. We cite this as a proof of what has been, and therefore of what can be done again. This work, however, must for a time be philanthropic. There are scores of ready journals waiting for "the right thing" to publish in this line, which are not warranted in offering remuneration for the same.

THE KINDERGARTEN MAGAZINE is copied from extensively wherever editors or their wives are personally interested in the work. But the time has come when Kindergartners themselves may improve the opportunity and give through the common press of that which has been the bread of their own broadening, and which may become the means of their serving, enlightening, enlarging and beautifying many, many others.

A Kindergartner was chatting gaily about her work, describing this and the other incident in the most graphic manner, and enthusiastically declaring that there was positively no other work to compare with it, when she was interrupted with the exclamation: "Why don't you write that down, just as you have told it? It would *compel* people to be interested and oh! it would be such a boon to hundreds of women who sincerely wish to know about it."

Any articles appropriate for general newspaper use will be most gladly received at this office and intelligently placed in the best papers East or West, with name of writer credited in full or as preferred.

CORRECTION.—In the article "Kindergarten and Public School," in the November issue of the KINDERGARTEN MAGAZINE, the first sentence was rendered unintelligible by a printer's error; it should read as follows: "In applying to *his* particular case the general principle that education shall be a living communion between the child and life in society and nature, the educator may keep two ends in view."

THE last communication of George William Curtis, to the readers of the old Easy Chair in *Harper's Magazine*, appeared in the November number. It is a plea for the sweet old-time Christmas spirit, which has seemed to so sadly evaporate from year to year. We cull a few paragraphs from this characteristic sermon of the man who has preached many a truer thought into the place of thoughtlessness. Kindergartners in memory of its author can repeat the sentiments here expressed :

"Christmas has a deeper hold and a humaner significance than the old Dutch New-Year. But how much of its charm as we feel it in English literature and tradition, how much of the sweet and hallowed association with which it is invested, are we retaining, and what are we substituting for it? Irving's "Christmas," is his most delightful paper. There is a peacefulness, a freshness, a simplicity, a domesticity in his treatment which breathe the very spirit of the day. It is the very Christmas he describes, whether in the *Sketch-Book* or in *Bracebridge Hall*. It is a soft, idyllic picture, blended of the spirit of Christmas and of England.

"But what is the substance of the picture? Is it vast and ostentatious expense, a lavish display, a toilsome and exhausting endeavor to give something to all your acquaintances, a wearisome anticipation, and a painful suspicion that somebody has been omitted? Thackeray describes a little dinner at Timmins's. A modest couple make themselves miserable and spend all their little earnings in order to give a dinner to people for whom they do not care and who do not care for them. Christmas is made miserable to the Timminses because they feel that they must spend lavishly to buy gifts like their richer neighbors. They thank God with warmth that Christmas comes but once a year. Are not the Timminses legion! Is there not reason in their dread of Christmas because of the sordid and mercenary standards by which it is measured?

"The same good sense that sees the folly of Timmins's little dinner and avoids it can stay the abuse and regenerate Christmas. It is essentially a day of human good-will. It commemorates the spirit of the brotherhood of men. You cannot buy Christmas at the shops, and a sign of friendly sympathy costs little. If the extravagance of funerals is such that a great society is organized to withstand it, should not the extravagance of Christmas cause every honest man and woman practically to protest by refusing to yield to the extravagance?"



WE were able to carry out successfully so many of the suggestions of the Columbus program provided by the magazines. Our youngest children were most responsive. The good woman who comes to do our cleaning told us, with tears in her eyes, how her little girl came home and told them all about the great Columbus and the new country he found,—and to think her little four-year-old knew more of these wonderful things than she had ever heard. We had some difficulty, however, when we sent our older children home to look up the history in reference books. They found so much that was irreconcilable with their ideal of this courageous, noble man. One of the girls was quite excited over the “wrong stories” the encyclopedia had told. I find so few reference books safe for the children to go to. Not that I would have historical facts to the detriment of any one, avoided, but would wish them to be clearly and logically handled.—*M. C.*

[The book, “Columbus and What He Found,” by Mary H. Hull, admirably solves these problems for the children.—*ED.*]

MUSICIANS IN THE KINDERGARTEN.

No. 1.—The principals of the Kindergartens under the charge of the Chicago Free Association meet regularly with Miss Mari Hofer, to discuss the practical use of music in their work. At a recent meeting they took up the subject of the piano and its place in the Kindergarten.

A well-known difficulty presented itself at once when one of the principals pleaded, “We are not all players, nor have we any time for practice.” This brought out the question: “What is the customary attitude toward the piano—of the one wholly untrained to the one who plays by ear and the so-called player who can accompany anything?”

Even if a director does not play herself she may have excellent ideas of how the accompanying should be done,

and by a little intelligent co-operation may help the assistant to overcome her stumblings. By carefully and patiently explaining how the idea involved in the music should be expressed she can often secure passable results from even indifferent technical players.

One Kindergartner said that in her experience she had failed to get as good results from the assistant who came recommended as a good player and technical musician, as from the less pretentious one who was more sympathetic as to the needs of the occasion. Various comparisons brought out the thought that what we need—for the present at least—is not so much music *as music*, but music *as mood*, responsiveness to mood and creative of mood. This would call forth the life and joy expressive of the Kindergarten essence and atmosphere. "We need artists to do this."

"What is an artist? One who expresses. We express with our voices, why not with the piano? We do this in our use of signals."

"What do you express, what do you seek to convey to the child? Will one of the teachers go to the piano and express a command?" A timid tone heard from the instrument. "But you have not said anything like a command. Try again." After several attempts a clear tone rings out for control.

"Which does the work in sending out such a command, the piano or the person at the piano? Then why blame the piano for the poor music in our Kindergartens. It can become your best friend."

Various chords were tested and discussed, and the equality of tone found to carry great meaning. If a single tone or group can be made to say so much, what meaning may not be put into a song or march! Let your songs sing the story and the marches show the spirit for which they are intended.

If each one of us determined never to play a meaningless tone, what do you think the result would be?

SUGGESTIONS FOR CHRISTMAS.

All our work for the few weeks preceding Christmas-day will cluster around a few of Froebel's "Mother Play" pict-

ures, and a picture of the Christ-child. I feel sure they will be of as valuable aid in impressing the Christmas thought and developing right feeling which will culminate in doing, as in leading up to an appreciation of the Thanksgiving thought. This preparation work will be simply a further development of the Thanksgiving thought, viz.: After studying how the farmer, miller, baker, carpenter, and other busy workers serve us, we in turn become busy workers, copying the spirit of service that these workers manifested.

With Thanksgiving time came the special opportunity of impressing the thought of how these busy workers give thanks to the Father of all by rendering some service to His children. Applying the thought, the children were helped to prove their thankfulness by service for other children who were in want, learning the truth of the "Inasmuch . . . ye did it unto me."

Froebel's pictures of families, page 67 and 79 of the Mother Play, where all seem desirous of doing "something for some one, making somebody glad," seemed to have a special fascination for the children. This same thought of unity in the family, we shall endeavor to carry on, up to the supreme thought of the Christmas time. The picture studies of the "Mother Play" book that we have selected for special Christmas study are those of the toyman, and the church door and window, with the Christmas bells ringing.

We shall live out the story of these pictures in our daily experiences in Kindergarten; singing our Christmas hymns, listening to the messages of the Christmas bells and, through service, letting their music come home to our hearts. The children quickly catch the spirit of the gay, festive side from their elders. In the stories we bring Christmas truths to the children; and the loving thoughts as seeds in their hearts, allowed to grow and to blossom into kind acts, will plant seeds of loving thoughts in other hearts and love again be born to bless others. Thus from the externals of Christmas time, may the children be led to realize something of its inner truth, as illustrated in the German legend of the Christ-child.—*Anna H. Littell.*

EVERY DAY IN THE WEEK.

WEDNESDAY.



There is only one way for a Kindergartner to do her work and that is the right way. Before any work is attempted, be it washing clothes or painting a picture, preparation is necessary.

Plan your work definitely and logically and you will be surprised how it will lighten your burdens and ease your minds; this, to both teachers and mothers.

After the washing and ironing is finished, look over the articles of clothing before putting away, to see if they are wearable or in need of doctoring with buttons, patches and darns. Put the buttonless ones together, then those that need patches and those that have rips. Have things "handy" in your work-basket—plenty of needles, cotton, buttons and a bag containing patches, and we are ready for work. Can the children help us? Not all at once, but in time, if you will let them, and give them assistance and encouragement when needed.

In the Kindergarten — Mending Day. — It does n't make very much difference to us, what the weather is outside to-day, as we all have work to do that will keep us so busy, we will hardly notice how it looks out of doors.

Nellie, do you know what the busy house-keeper does on Wednesday?

No? Can any one tell me?

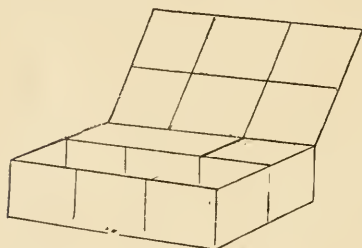
Miss Edith knows, I am glad to see, so we will ask her to draw something on the board, to help us guess. A needle and thread! Sewing! Sewing! And what do we sew? cards and buttons and dresses and everything nearly, we wear—just think of how many things that little needle has to do.

If we were going to have a sewing party, the needles would have to come, and what else? thread, thimbles, scissors, work-basket and things to sew. Well, that's just what we are going to have to-day in our Kindergarten.

Who can find the finger that wears the thimble hat? The fingers and thumb that helps the needle through? The whole family of fingers help when we sew, one or two fingers could n't do it alone.



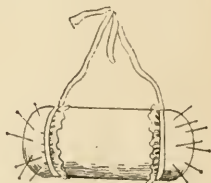
Winnie tells us "when she grows older she is going to do all the sewing for her mamma, for mamma has so many things to do, she hardly has time to sew;" and we are going to help Winnie to be able to do this, as already she handles her needle like a little woman.



The first work this morning will be to make a work-basket, either with slats or free weaving paper. A work-box could be made with cardboard modeling paper; having compartments for thimble, spools and buttons made of smaller boxes fitted in.

Tell the children you have such a tiny little cylinder for them to measure on the table, and give them each a needle. How long does Harry think it is? An inch and a half and a little over. Here is the thread, and James asks if it is a tiny cylinder too; who will be the first to get it threaded? Nellie?

Now who can make the neatest knot? Nellie is anxious to assist Theodore who has clumsy fingers but at last they are all threaded, and such knots! Put them away now in your work-boxes, while I show you how to make a pin-cushion. Here is another cylinder and some cotton batting, and mucilage; paste batting on the end of the cylinder. Have colored cashmere or flannel, on which a circle has been outlined, let children select color and cut out



circle. Put the cloth over the cotton and tie around cylinder with ribbon. Fix the other end in the same way. These make pretty presents for Christmas time. How many pins does James want? Wilbur? letting children count them for themselves.

Have a thimble drawn on cardboard for children to perforate. "It looks just like one," will be the cry when it is finished, and they will be able to reproduce one in clay, making the indentations with a tooth-pick. Some child is sure to notice, the thimble is also a cylinder.

Give the children an opportunity to sew on a button, dictating from upper right to lower left hole, then from upper left to lower right hole, not forgetting to make a "neck" on it, and fasten well. If any child should need a button on waist or apron, that would be the button for him to sew.

The principle of darning can be taught through the weaving mats, one up and one down.

The smaller children can play darning with the balls, using the ball for heel of stocking and the string for the cotton: backward and forward, up and down.

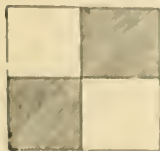
These can have excellent number and color lessons, using Mrs. Hailmann's beads for spools of thread. String two blue spools, three red spools and so on.

Sorting buttons according to varieties and size is another occupation they enjoy.

Give the children scissors and paper, or cloth, letting them make patterns for their dolls. Some of them may be our dressmaker in embryo.

Now for a little story. When I was a little girl, Santa Claus brought me a thimble, and my Grandma gave me a work-box with many things in it. While I was thinking what I should sew, my dolly looked at me with her blue eyes, and right away, I thought I would make her a quilt for her bed. Grandma cut out the little squares and I sewed them together, over and over, until I made a whole quilt, to keep Dolly warm.

I have some little squares here, and I wonder who could



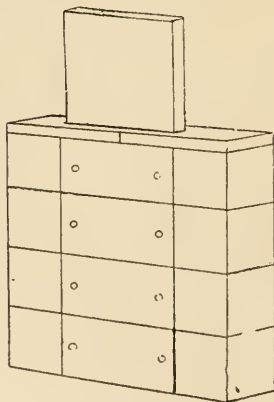
make a little patchwork block with them. Give each child two light and two dark tablets. After the children have all laid the block, put them all together in the center of the table. It is plenty large now to cover a doll. Follow this lesson by the pasting of square parquetry papers to form blocks.



With the help of the teacher in joining the blocks, a real quilt could be sewed, "over and over" stitch, by the children, and sent to Children's Ward in the Hospital—the work of loving hands.

" A needle and a thimble,
And a spool of thread,
Without the fingers nimble,
And the knowing head,
They would never make out,
If they tried the whole day,
To sew a square of patchwork,
As you well may."

The other tablets could be used in arranging symmetrical beauty forms for quilt blocks, as could the Third, Fourth and Fifth Gifts, both as inventions and as dictation lessons.



After the mending is finished we will put away the clothes in the bureau drawers. Make bureau with Third and Fourth Gifts—pasting lentils for handles, and one block serving for the mirror.

Now that our work is over for the day, what a pleasure it is to think John's waist is ready to go on him, that the tear is mended in Jennie's apron, and that the elbow of Florence's dress is again presentable, that the buttons are on Nellie's shoe and that

the rent is no longer in the Kindergarten towel ! We can now put away our needles, thimbles, cotton and buttons in their places in the work-basket, so we will know just where to find each thing when needed next time, for "order is heaven's first law," and labor is its own reward.—*Mary E. Ely.*



A TALK OF THE CHRISTMAS-TIME.

Thanksgiving we were all thankful for God's goodness in giving us our homes where our mothers and fathers take care of us. Our food came from the fruit and grains, giving us of themselves ; our clothing from the cotton plant, the silk-worm and the sheep, giving us something of themselves ; but at Christmas time we have something better than all these to be thankful for. We are glad when there is a little baby in our homes that we can help take care of. On Christmas-day a baby was once born who grew to be a man in this world we live in, and all the time he lived here he was doing good because he loved everybody.

We all know something about loving people,—our fathers and mothers,—our sisters and brothers and friends,—all those who are kind to us ; but this baby who was born on Christmas-day as he grew up loved everybody in the whole world. And how do you suppose he could love everybody, no matter whether they loved him or not ? It was by always helping others from the time he was very little. He loved his mother very much, so he always tried to help her in every way. As he grew older and became a man he worked every day, as your fathers work every day ; and after awhile he went about

among people in their homes helping them to be good, and showing them how to be loving.

On Christmas-day some people have a tree of the kind that stays green all winter, and they hang on it the little gifts they love to give each other then, because they are so thankful that Christ came to show them the best way to live and be happy. Many of you have seen Christmas-trees, or have heard of them. These gifts people often make themselves just as you make little mat-baskets and picture frames in the Kindergarten and give them to your mammas and friends. Children often make little gifts for others to be hung on the Christmas-tree when the father brings one into the home at Christmas time; but in many houses they never have a Christmas-tree, and they cannot go out to the country, where these trees with the little green leaves that look like needles grow, and where they could take one away and the little tree would be glad to have the nice gifts hung upon it; and you cannot perhaps have a Christmas-tree at home, but we can have one in the Kindergarten for us all.

There was once a good old man once whose name was St. Nicholas. He loved children very much, so he always used to give a great many of them something on Christmas-day. Mammas and papas knew all about this good and kind old man, and they still let him give their children pretty and useful things on Christmas-day. Sometimes he hangs these gifts on the Christmas-trees; sometimes he puts them in the children's stockings, and what is very funny, some people say he comes down the chimney when he brings these gifts, but no one ever saw him do it.

When the children have seen old men dressed as Santa Claus (another name for St. Nicholas) that is not the real St. Nicholas, but only some one dressed as they think he used to look, and because we do not want to forget him; and when mammas and papas tell their children that Santa Claus comes at Christmas time they do so that the children may think about the good old man who lived so many years ago. A little boy once said to me in the Kindergarten that his papa was his Santa Claus; another said he thought his mamma

and papa were the best kind of Santa Claus.—*Laura P. Charles, Lexington, Ky.*

SOME PRACTICAL QUESTIONS.

"What is to be done with a child who insists upon sitting on one of his feet?"

"I would praise the other children, whose two feet were upon the floor, and if I chanced to find his two feet down, I should give him a word of approval, also."

"To what element would you be appealing?"

"To the child's instinctive love of approval."

"Is that right or wrong?"

"Right, when needed as a stimulant for right action; wrong when tending to increase vanity or egotism."

"I had just such a child last year, and invented a story about two little twins, who loved each other so dearly that one was always unhappy when the other was not beside it. We then played that our feet were these twins, and I found that the play pleased the child very much, and he voluntarily put his other foot hastily upon the floor."

"How is the child to be treated who refuses to do his occupation work, not through inability but through indolence, saying: 'Oh, you do it for me, I don't want to.'"

"I won a child into a love of the weaving by playing that the weaving needle was a train of cars, going first over and then under bridges." Another played that the child was a bird weaving the straws into his nest, in and out.

"Do you not think that the child sometimes refuses to work through timidity?"

"Yes. Then he must be encouraged to sew one line, to weave in one strip, or to do a small *definite* portion of the work at a time. The children are often discouraged at the vagueness or seeming lack of end of their small tasks."

"But these same children are very apt to want to be overly independent in the games, which call for less application and concentration. You might establish the precedence, that he who works best is the best leader for the games, taking always into consideration the natural ability of each child."

Another suggestion made was that the little song, "Oh look at our Harry and see what he has made," be sung with greater enthusiasm, but reserved for such children as have finished their work themselves. Notes from Kindergarten College class-room.

ART IN SCHOOL ROOMS.

Our warm-hearted lovers of art for the child's sake are, all over the land, putting on foot such measures as shall, through the opportunities afforded us by our expansive school walls, bring into the every-day life of the young generations the ennobling influence of this silent gospel of salvation.

Ruskin relates the following incident: "I was strangely impressed by the effect produced in a provincial seaport school for children by the gift of a little colored drawing of a single figure from the *Paradise* of Angelico. The drawing was wretched enough, seen beside the original, but to the children it was like an actual glimpse of heaven; they rejoiced in it with pure joy, and their mistress thanked me for it more than if I had sent her a whole library of books."

Miss Ellen G. Starr, of the Hull House, Chicago, who is making a special study in this line, remarks:

"Feeling deeply that children, and especially the children of large towns, who are debarred the enjoyment and developing power of daily association with nature and beautiful buildings, ought not to be deprived of what good pictures can do, not by supplying their places, but by creating an image of them in the mind. I began, last year, to make a collection of such pictures within my reach as seemed to me valuable for schools. The first of these, mostly photographs of buildings of architectural and historic value, I gave to the public school nearest Hull House. After that it seemed better to form sets of pictures to be lent to schools and periodically exchanged, and I began getting together pictures on this plan.

Great self-control should be exercised in the selection of pictures for schools. The temptation is strong toward deciding unadvisedly that a thing "will do," or is "better than nothing." It was certainly better than nothing for the children in the seaport school, who could not see Angelico's *Paradise*, to see a colored drawing of it; the more faithful the

drawing the better for the children. It was better than nothing because the original of the drawing was entirely good for them, and because the drawing retained some of the qualities which made it so. To decide when the reverse is the case—that is, when the obtainable copy is either a worthless one, or of a worthless original, requires a considerable knowledge of pictures. Pictures for schools should certainly not be selected by incompetent judges. It should be remembered that, though a given picture may do something for a child's mind, a better would do more; and that, though the first object is, indeed, to secure the child's attention and interest; the second is to direct them somewhither for profit. It is a legitimate object to entertain and recreate the mind, but care must be taken to recreate it, indeed into a more faithful image of its source.

There is great difficulty in getting good color. Colored prints are sometimes "better than nothing." They give some kinds of information about the represented thing but they rarely convey its spirit, and do little or nothing for the art instinct of the child. As soon as a machine intervenes between the mind and its product, a hard, impersonal barrier—a con-conductor of thought and emotion—is raised between the speaking and the listening mind. It is not impossible, however, to get good water-color drawings of flowers, and other natural objects. Several have been given me for the school collections, and I have good hope that, when once the attention of artists is called to the necessity for good pictures in the education of children, they will often be willing to contribute them for the purpose.

This much-to-be-desired knowledge and love of nature is not to be acquired through pictures alone. The chief motive in supplying schools with pictures of natural objects is, that a sufficient amount of pleasant curiosity about them may be excited in the minds of children, to induce them to notice and admire such as do come into their experience; which, again, will give increased pleasure in the pictures.

Following love of nature it is desirable that it be made possible to young people reasonably to admire the work of man. To those who rarely or never see a beautiful building, pictures of noble architecture and lovely streets, such as the streets of Venice or Verona, the cathedrals of Canterbury, Lincoln Rheims or Amiens, may speak a new truth; indeed many new truths. It is my wish to combine as much teaching, and of as many different kinds as possible in these school pictures. For example: I have had framed many photographs and other reproductions of the buildings and streets of Venice. There have also been given and lent me, paintings in oil and water-

'color', which add color to the otherwise sadly defective idea which a child could form of Venice. In order that the group may have its full possible value to the children, their teachers should be able to tell them something of the history of the city, and the men who made it great. Something of this may be accomplished by the descriptive labels.

A third most important function of pictures is that of arousing in the mind of the child and youth, love and admiration for truly great men and women, and making them real to him. I wish a really good picture of Abraham Lincoln might be in every school-room in the land. I know of no really good portrait of him which is not too expensive. If some photographer would take a large and fine photograph of Mr. St. Gauden's statue, every school might have it.

If the public were aroused to the importance of making the school-room a beautiful place instead of the desert spot it now is, I believe that the board of education would co-operate.

The first essential for this is the tinting of the walls with some color in itself agreeable to the eye and pleasant as a background for pictures. The second is a somewhat different management of blackboards. All these changes could be brought about if it came to be generally regarded as a matter of consequence whether the rooms in which the children of the land pass their most susceptible days be beautiful and suggestive or ugly and barren.

Miss Starr was largely instrumental during the month of November in displaying a collection of pictures for use in schools—of such as are suitable and not so expensive as to be impracticable for that purpose—and which were lent for the occasion.

Whenever it was possible the cost of the picture and the frame was marked upon it, that those interested in the question of supplying the public schools with suitable pictures, might gain an idea of the expense of so doing.

PRACTICAL HINTS.

Songs and Games.—Christmas songs should have a peaceful loving spirit, and games show care for others. Let a child represent Santa Claus bringing a gift to others. (Certain children and teachers represent family,—all busy and cheerful together, but with few home comforts. Child enters carrying basket of provisions or toys for children.) In this

way the Kindergarten children will get the more ethical thought of Santa Claus dissociated from the personality of the jolly old saint with his reindeer companions. Besides the Christmas songs breathing the higher spirit of peace and good-will let the children give expression to the more exuberant side of their nature in joyful Christmas carols, and gleeful games expressive of the holiday season. Sleighing, skating, jingle bells, "Jack frost is a roguish little fellow," popping corn, reference to the yule log,—English and German Christmas festivities, bob apple, snap-dragon, hanging up the mistletoe, decorating the walls with holly, and the singing of Christmas carols by the "waits" who went from house to house awaking sleepers early Christmas mornings.

If cedar or pine trees are not obtainable, a dead tree or branches can be used wrapped in cotton batting sprinkled with tinsel to represent snow and frosted ice. Icicles can also be simulated by transparent glass cylindrical beads strung on thread. Such a tree, laden with gifts and ornamented with bright decorations, is a joy and vision of beauty to the children.

The children will want to make gifts and occupations—everything—minister to the Christmas thought. In the occupations let them choose what they can make, and do as much as possible themselves. Sticks, rings and lentils can be used to make the Christmas-tree. With the First Gift the child himself can represent the tree, and the balls as gifts or decorations hung on the tree. The Sixth Gift offers rich facilities for the free activity of the children in producing a great variety of life forms. Whatever is built should be expressive of some phase of the Christmas thought,—what has impressed the children during the Christmas talk and work is left to express these ideas freely, guided only by suggestions, if needed. For instance, a little girl could build a playhouse and share it with another. Toys and toy furniture for Christmas gifts, even carpenter's tools to delight the hearts of the boys are readily constructed with the bricks, plinths and square prisms of the Sixth Gift. Second Gift beads may be

used to string square, cylindrical and round bead chains to decorate Christmas-tree.

The Second Gift makes a wagon coming to the house with groceries for Christmas dinner,—or use perforated cube for stove (stick for pipe) and plain cube for kitchen table,—cylinder for barrel of flour, sphere for fat turkey. And so one could go on with tablets, lentils, Third Gift and rings, finding an appropriate way to use each and all. Tablets for instance, to make railroad trains bringing friends to spend the Christmas holidays; lentils, rings or Third Gift to illustrate "Over the river and through the woods," adapting to Christmas instead of Thanksgiving, etc., etc.

In occupations we find an inexhaustible field for creative work expressive of the Christmas season of joy and the glad spirit of giving. Book-marks in free weaving, pen-wipers, *bon-bon* boxes (folded box with tissue paper gathered above), shaving cases with sewed mottoes, needle-books, baskets from the salt cellar in large squares of heavy paper, cornucopiæ of square mats with bag of tissue paper drawn together, set of furniture in peas-work, set of furniture as in Vol. I. of the KINDERGARTEN, and set of furniture in cardboard modeling with pricked designs, are all appropriate and suitable. One of the most satisfactory of our little Christmas gifts last year was the pentagonal basket in cardboard modeling with pricked designs and tied with ribbons; and one of our prettiest and most effective decorations for the Christmas-tree was what we called lanterns, made of oblong pieces of bright-colored paper folded horizontally and cut into strips vertically, then opened and the two short sides pasted together. The fold makes a bulging crease, which gives the lantern a graceful shape, and zephyrs passed from one side to the other are used to hang it upon the tree.

For more permanent mementoes of the Christmas thought expressed by the children in their work, they can sew Christmas-tree and decorate with gummed paper dots. Also paint brown bare trees against the sky, ground covered with snow and snow-flakes falling. Refer to sleeping life of trees. Even the evergreen, though it keeps its queer little green needles

all winter and is our bright Christmas-tree; it, too, has its sleeping seeds covered up carefully from the cold. Cut and paste large star of gold paper, and with rays to symbolize the bright light of spiritual truth Christ brought to earth, put upon wall with picture of Madonna and Christ-child. Also any other pictures, prints, etc., representing Jesus' life on earth. Christ blessing little children would be a most true and typical subject for the Kindergarten.

Man rejoices in Christ's birth while nature sleeps. Nature sympathizes in his resurrection. From Christmas to Easter man is active in indoor life, occupation and trade. As the ancients regarded the winter solstice as the turning point of the year,—the beginning of the renewed life and activity of nature,—so the advent of the Christ-spirit into the life gives to its sleeping energies a new meaning.—*L. P. C.*

IN visiting a Kindergarten recently I found the children sewing the outline cards of little sheep and lambs, using rainbow-colored zephyrs. It occurred to me that it might be an improvement to sew these in white wools on a black or at least dark background.—*S. H.*

WE had such a very fruitful time in carrying out the Columbus thought, that our old Thanksgiving story seems meager. We will have to prepare a new and more "thankful" version.—*Subs.*

ELKHORN, WIS.—The Kindergarten was put into the public school last year, averaging an enrollment of over fifty pupils. When fully organized and in running condition last year among other questions which confronted me was this, "What shall we do for Christmas?"

I wished the children to know the happiness of giving from their own efforts. Soon the little ones were eagerly interested in making presents for father, mother, sister and brother, and how they did work. Next came the question, how should the presents be presented. A tree was secured and the inclosed program arranged. Notes of invitation were

sent to the parents. The children helped trim the tree and distributed the gifts. Each child entered into it with all his heart and helped to make it a happy success.

Who is struggling with a like difficulty ?

I have had so many helpful suggestions from the KINDERGARTEN MAGAZINE that I shall be very glad if I can help in return.

The following is a sketch of my program :

A Welcome:

We are glad you have come to our dear little school,
We're just as glad as we can be,
It's the very nicest place in the wide world,
At least that's the way it seems to me.

Song: (Adapted from Eleanor Smith's "Songs for Children,"
No. 6.)

Lips tell a welcome, eyes laugh a welcome.
Heads bow a welcome to parents dear,
Gladly we meet you, merrily greet you,
For welcome are fathers and mothers here.

Recitations :

Do you know what to-morrow morning will be
When the sun wakes up and the stars hide away ?
It's the jolliest, happiest time of the year,
To-morrow, hurrah ! is Christmas-day.

There's Christmas music everywhere,
The Christmas bells are ringing,
The very air is full of joy
The Christmas tidings bringing.

Song: (No. 18, Emilie Poulsson.)

We've each been playing a Santa Claus,
With needle and scissors and card and thread,
We've pricked our fingers hard sometimes
But we did n't mind, "'Tis for Christmas, we said.

Jack Frost and the weather have said " stay at home,"

Jack has pinched our noses but still we have come.

We had to be here or the presents you see,

And the tree and the rest never would have been done.

Song : Jack Frost. (From the Hubbard Song-Book.)

Talks and Stories :

The very first Christmas present was the little Christ-child.

Christmas is Christ's birthday.

The little Christ-child brought a Christmas present of love and love and LOVE to every body.

Christmas Hymn: (Eleanor Smith.)

The Christmas-tree Verse:

Papas and mammas and friends so true,

Do you see that tree with its presents for you?

We made them for you we girls and boys.

Now have n't you each a Santa Claus?

Distribution of presents by the children.—*May L. Ferson.*

MOTHERS' DEPARTMENT.

IS IT PRACTICABLE IN THE HOME.

"It must be much easier to carry out Kindergarten ideas in a regular Kindergarten than it is in the home. It is such a different matter for the Kindergarten who deals with some one's else children, for certain hours of the day, than the mother who is with them all the time and feels herself entirely responsible."

"The responsibility of being a mother is overwhelming in itself, without the additional weight of being the educator of one's own children." This is the substance of a discussion recently overheard by a Kindergarten, and no doubt, voices the thought of scores of mothers, who, having a slight knowledge of the Froebel system, have felt a corresponding responsibility toward their little ones.

The question comes up only too frequently, "Is the Kindergarten practicable in the home?" As the mother of three little children I should like to answer it. I have furthermore been so fortunate as to make a thorough study of the Kindergarten system covering a period of five years. I grew up from childhood to girlhood and womanhood, without knowing what it was to be responsible for anything or to any one, with little or no practical experience of the world, its conditions or people. The care of home-making prepared me in a degree for the care of the children, but I found myself without a definite aim or motive, doing, as hundreds of other wives are doing from day to day, the best I could. But from my first knowledge of the Kindergarten, my desire was to be more and more to the children. I engaged a trained Kindergarten and opened a little class in my own home for the oldest child. I studied and worked along with her, for a

year, supplementing this actual experience with reading and regular work in a training school.

In this way I had the opportunity of testing all the beautiful theory, watching its application in the class and computing the actual results on my own child. There were times when the ideal and the reality did not entirely correspond, but in the main I found myself and child growing closer together, and many obstacles were being removed. These benefits were made very plain to me when my neighbors' children came in to play, or as I watched the attitude of my dearest friends to their children. I found myself more reasonable in my demands of children, more patient and more on a level with them—not as an autocrat far above and beyond them. I found myself having fewer fears and worries over the development of my child, and little by little I began to recognize a higher, inner, inevitable growth there, which was no longer entirely dependent upon me and my efforts, but more and more working itself out according to God's own law.

To-day I have my three children—aged twelve, three, and one and a half—about me in the home “keeping school” on the Kindergarten plan. It is hard to tell which of us is teacher at times, as we take turns about, learning of each other. We have regular hours for our work and a definite plan as to the results we mean to reach. I make it and believe it to be the main work of my life, not only to be with the children, but to *be something* to them in more ways than providing them necessities and comforts. I believe that the principal source of impatience among mothers is that they do not make their home work with the children their business, as do the Kindergartners, but instead are constantly wishing to do this, that, or the other, which takes them out of the home and away from the children. That little unwillingness to give up our entire time, if necessary, cuts us off from much pleasure, comfort and satisfaction with our children.

Studying and preparing for my little school according to the Kindergarten plan, keeps me in touch with the newest books, the best methods and the noblest thoughts and efforts

of the time. After all, I am the greatest gainer and my children are holding and helping me to reach my highest ideals.—*H. A. J.*

“IT IS MORE BLESSED TO GIVE THAN TO RECEIVE.”

When we make Christmas gifts to our children, but give them no aid or opportunity to make gifts for others, are we not depriving them of a blessing to which they are entitled?

Giving cultivates generosity—a noble trait; it carries one's thoughts from self to others, and makes the giver happy, because God has wisely constituted man to delight in making others happy and has provided a spiritual reward for any kind of reasonable self-sacrifice.

Making the gift is still better, at least for children, because it involves more self-sacrifice than giving what costs no effort; it more completely takes away thoughts of self while the mind is engrossed with the work; it trains hand and eye and develops ingenuity, gives all the training which comes from doing work, and at the same time provides an endless amount of happy conjectures, as, “What will auntie do with her box, do you think?” “Will she know who made it?” “We must put a pin in or she'll think it's to hold something else.” You have all heard such gay chatter, and you know that Christmas giving is more blessed to them, with their bright hopes and impossible plans, than it is to you with your anxious heart and full hands.

Christmas is a joyful season; let the children give expression to their joy by Christmas giving, so will their joy grow more complete.

Thankfulness for Christmas blessings soon turns into selfish anticipations in the child, if the blessing consists only in receiving,—it must cripple the benevolent nature of the most generous child,—while the making of gifts, with painful care often, but with loving thoughts of the delight the gift will give, must awaken the generosity which appears in some children to be almost dormant. Our “only” child or our “baby,” old though he be, has few chances to make sacrifice and to be

generous, either with material gifts or in the giving up of self-will and self-interests.

The wise mother welcomes Christmas with its opportunities for spiritual growth. Children's attempts at gift-making are often pathetic, and, although the discipline which they get unaided may be good, would it not be far better if they were helped to make something really pretty?

Alas for the selfish mother who is too engrossed in her dainty work for Christmas to take time to plan and be patient with the children's work and tangles and discouragements as they endeavor to do something like her pretty Christmas work! To this mother we would say, forego some of your pleasure in fancy-work, get good materials, and take what costs far more self-denial—your time—to work with your children. Your pleasure in their pleasure will be sweet and the good to them will be one of those unknown quantities which no algebra problem can ever determine.

To the mother who does no fancy-work because her hands are full of necessary sewing and housework, perhaps the experience of one mother may be profitable. For six weeks before Christmas the evening meal was bread and milk and baked apples, or some equally simple dish which could be prepared and again removed from the table in a few minutes, so that she might have time to sit down with her children to plan the work and help them. They were more energetic in helping her for the same reason, and the good wrought was double. (Is it not always so?)

To the mother who has no money, let us give the experience of some others who have made dainty, appropriate gifts out of the rag-bag, the piece-bag, Chinese fans at one cent each, pasteboard, tissue paper saved from rolls of cotton batting, possibly, other odd bits of paper, old lace, yarn or zephyrs, cheese-cloth in delicate colors, or pretty prints and cretonnes. Among the following suggestions are many which require no expense, if you have been in the habit of saving the bits of pretty new cloth left from dresses or silk and ribbon from old hats.

Do not leave out the boys in planning work. Older boys

may draw and paint and carve, pink edges of chamois skin and tie bows; and younger boys may with propriety do just such work as the girls do. The boy I know most about sews his doylies and doll-quilts as well as his sister a year older, but no one ever calls him girlish—no indeed, he is all boy in thought, word and deed, except that he *can* sew, dust or wash potatoes, and get more fun out of it than his gentle sister. Let the boys work. Manliness does not consist in awkward fingers.

One child of three hemmed a cheese-cloth duster for her grandmother, and it was certainly a pleasure to both. The hem was basted first, and the cloth finished, was washed, ironed and neatly folded, and put in a pretty bag made by an older child. There are tiny plush bags made just large enough to hold thimble, needle, spool and small scissors for auntie to carry when she goes out to an "afternoon tea." Larger bags of all shapes, made of all materials, to hold buttons, tapes, balls of yarn and twine. There are stocking bags, darning bags, piece bags, sponge bags made of rubber cloth, or oiled silk, clothes-pin bags, coffee-sacking bags, made for sister to keep her rubbers in at school, with a plain initial letter marked on one side in lead pencil and then sewed in etching stitch with embroidery cotton or silk. Simple outlines sewed in this way may be such as suggest the use of the bag, as clothes-pins, hair-pins, yarn, etc.

There are stove-holders, dainty holders for the coffee-pot handle and ironing-holders. Coffee-sacking or bed-ticking holders (12 x 24) inches with a loop at each end are best for use around the oven, and the fancy stitches around the edge furnishes work for little fingers.

Children tire of patchwork, but love to do enough to make a doll's quilt, and after a sheet of wadding and lining are basted on they love to tie it and overhand the edge with zephyr. Fold back the edges of each block, baste them together and have them sewed with the over and over stitch. This is a pretty gift for one child to make for another.

A ball for baby brother is made of eight oval pieces cut from suitings or heavy flannel, say eight inches long and two

inches at the widest diameter, sewed overstitch on the right side with gay silk thread and stuffed with raveled yarn from worn-out hose.

Doylies in linen, or lamp mats in felt are found stamped in simple designs, easily sewed by a child of five. When wash-silk is used pour boiling water on the skeins and shake them till dry and they will stand washing much better.

Needle-books are always in order, so are chamois skin pen-wipers which may be cut in the form of some leaf picked from the window-garden. Take a large geranium leaf, or abutilon or very small calla leaf, or a pressed maple or oak leaf, pin it on the skin, outline with lead pencil and cut with scissors, put in veins with pen and ink or water-colors, sew together the leaves at the stem and tie narrow ribbon around over the sewing. A little child can do this alone, or he can outline a leaf on cardboard, color it, and use it for needle-book covers, match-scratchers, etc. Mount the sewed, pricked or painted design on the back of sand-paper and make a loop and bows of ribbon to hang it by. Or, cut an apple or pear, from stem to blossom, through the center; lay the half on paper, draw its outline including the stem, cut out the drawing and use that for a pattern to lay on your better material, be it linen, cardboard or chamois skin. Children are ingenious if you set them to work in the right way. They can roll paper lamp-lighters and tie them in neat bundles. They can cut about fifty circles of tissue paper, in one color or in shades of one color, string them on a wire, which is first fastened to a small button, crowd them together and make a beautiful ball of shaving papers for papa. Or, they can outline baby's stocking in cardboard, put etching, scrap pictures, or painting on for ornament, cut shaving papers the same shape and sew lightly on to the back of it at the top, and suspend with a loop of ribbon.

Knitting through a spool which has four pins on top, is fascinating work for a child, though it is some work for mother to make up these yards of knitting into lamp mats with a crocheted edge. Three strands are sometimes braided into strong lines, nearly as good as lines knit with needles. In

one case the three children each knit a strand. For grandfather make a chamois skin spectacle wiper of two oval pieces sewed together at one end, or a chamois skin spectacle case. This is most suitable for eye-glasses.

An old-fashioned beech nut of cardboard covered on both sides with silk, then sewed together, leaving one seam open, is easily made. Cover each of the three ovals (8 in. x 4 in.), separately, then sew them together. A little child can overhand the covers after they are basted on. It will open by pressing upon the two ends.

Fancy blotters and calendars and sachet bags are easily made, especially if children know anything of Kindergarten sewing, drawing or weaving, to ornament the work with.

Pretty boxes are made by a little folding and cutting. The sides can be ornamented. Handles can be put on. Many Kindergarten folds make pretty *bon-bon* boxes. Old-fashioned cornacopiæ (horns of plenty) are good to make.

As these suggestions are for little children, there is no mention of knitting, embroidering, or making of larger articles, such as sofa pillows, head-rests, scarfs, table and bureau covers, yet the little ones can also do this work if too much is not required of them.—*Susan P. Clement, Racine, Wis.*

ARE MOTHERS DEPRIVED?

There is much self-pity current among mothers, because of their lack of time and opportunity to study and experience the world at large. "Tied down," as the expression goes, to the limitations of home and domestic duties, every energy sapped up in the ceaseless round of daily duty and the demands of increasing responsibilities, until the mother with an ideal in her heart of what she should be begins to feel that it is too much to be a mother. Has it ever come to you that the time for your individual culture of and by yourself is in one sense ended now, and that you as a mother are given the miraculous opportunity of consciously living your life over again in that of your child? It is the philanthropic attempt of some unthinking reformers, to take away the children of

poverty or sorrow-stricken parents, particularly in the darker avenues of life, hoping to bring these little ones up and out of misery. But what about the mothers left behind, who are thus literally deprived of this chance of making over their own lives, of at least having an object in life, even though they do not appreciate it in this higher sense? Mothers of all classes who are looking forward to some beautiful time for study, for pleasure, for freedom, between which and themselves their children stand, scarcely realize that they are closing their eyes here and now to the living expression of that very consummation they seek. By studying their children, by observing them and learning to understand them, they will be reaching out into that next generation and that next cycle of human history which prophecy itself cannot describe or foretell. The mother has the opportunity to add the remnant of her own unfulfilled hopes and visions through her child to this oncoming future, and has the still greater privilege of watching this growing and expanding for which the whole past of mankind has paved the way.—*A. H.*

FIELD NOTES.

MRS. J. B. WYFIE, formerly of Brantford, Ont., has opened a private Kindergarten in Buffalo, N. Y.

WE publish in this number a Christmas carol written specially for the KINDERGARTEN MAGAZINE, the words by Andrea Hofer, the music by Eleanor Smith, who is about to publish a new volume of Kindergarten songs.

A FROEBEL union has been organized in Toledo, Ohio.

THE following is a plea which comes to us repeatedly and shows clearly the growth of the demand for increased Kindergarten opportunity: "How may we go to work to organize a Free Kindergarten Association? Our private Kindergarten has given such good satisfaction, but the thought comes to us again with growing force, that so *few* are benefited by it,—while the *many* who really need it are receiving only street schooling."

A MOTHER'S class of forty members is organized for regular study at Aurora, Ill. The meetings are to be held at the People's church every Wednesday for twenty successive weeks, under the charge and instruction of Mrs. O. E. Weston, of Chicago.

MR. L. H. ALLEN, of the Buffalo Kindergarten *News*, has compiled a directory of Kindergartners, and has nearly 1,500 names of verified professional Kindergartners. The correspondence attending such a compilation, has brought out many interesting and valuable facts connected with our work. The book is out and may be had for \$1.00.

BESIDES introducing its twenty public school Kindergartners, St. Paul provides a training school and a model Kindergarten under the supervision of Mrs. V. K. Hayward, who also has charge of the training class of fifteen young ladies. The Kindergarten teachers of the city have organized under the name of "St. Paul Froebel Association." President, Mrs. V. K. Haywood and Miss Florence B. Whitney, secretary.

MISS MARY REGINA POLLOCK, after training her own successors for the Free Kindergarten Association, Memphis, Tenn., has gone to Oklahoma to bring the Kindergarten to the Osage Indian children.

A PROMINENT Kindergartner was asked recently whether she thought the children who attended the World's Fair Kindergarten would become self-conscious. Her answer was: "Just in proportion as their Kindergartner is self-conscious, and anything short of a true Kindergartner."

THE Minneapolis Kindergarten Association opened a Kindergarten class, November 5th, for the advanced study of Kindergarten work, designed for those who wish to have a better understanding of the educational principles of Froebel's philosophy. There will be twenty lectures in the course delivered by the following persons: Mrs. Elsie Payne Adams, Miss Hattie Twitchell, Miss Sarah L. Arnold, Miss E. E. Kenyon and Mrs. Louise Jewell Manning, of Minneapolis; Mrs. Alice Putnam, of Chicago; Mr. W. N. Hailmann, of Indiana. The class will be under the direction of the superintendent, Mrs. Elsie Payne Adams, who has also charge of the training school under this association.

AT the commencement exercises of the Louisville Free Kindergarten Association last month, Miss Bryan made the following remarks, which may be used as an answer to the question often put to Kindergartners as to the desirable qualities of the same: "Two expressions are always heard by Kindergartners," said she. "One is, 'It must take so much patience to be a Kindergartner,' and another, 'I don't see why it takes so much training to play with children.' In the first place, the Kindergartners are not all models of patience. In the second, she would be unsuccessful had she the patience of a Job had she not prerequisite training. She must have studied the deep meaning of childhood before she can have been able to instruct. She is trained and is engaged in a profession, and not in a sentimental occupation. This work necessitates insight, and this is born only of honesty of purpose, of effort, of self-mastery in all directions. The Kindergartner must gather up and systematize the knowledge which has been lying as so much loose, confused *débris*. Her work is always demanding the very best of herself. This is why she is always happy and enthusiastic over it."

As an immediate result of the International Kindergarten Union, of which we published a full prospectus in our last number, similar local unions are being formed in the various centers of Kindergarten work. Philadelphia has organized a union of all elements interested in the cause. Buffalo has also formed a similar union, with a definite purpose of broadening the capacity and energy for usefulness of all its members. That day is past in which the individual Kindergartner puzzles only over her personal problems. These have become universal and demand solution of the united efforts and abilities of all representative workers. The Colonial stage has been reached in Kindergarten history and the pioneer bands are uniting with the new generation which has risen by force of their early and sturdy efforts.

MISS E. B. FLETCHER, connected with the Kindergarten work of Des Moines, is spending a year for work in Chicago.

MISS L. E. SPENSER of the Colorado Kindergarten Normal School is in Chicago for a season of study and to visit eastern work.

WE have secured the promise of a series of Home Talks to Mothers from the pen and experience of Mrs. Fannie Schwedler Barnes, who has the double profession of Kindergarten teacher and mother.

A COURSE of twenty talks on Dante is being given by Eliza Allen Starr, at her residence, 299 East Huron street, Chicago, first lecture began November 10.

MISS MARY E. McDOWELL, National Superintendent of the Kindergarten Department of the National W. C. T. U., issued her address to the National convention at Denver in a circular booklet, "The Kindergarten and its relation to the Woman's Christian Temperance Union." The text taken by Miss McDowell was from Friedrich Froebel as follows: "The object of education is the realization of faithful, pure, inviolate, and hence holy life."

IN Bangor, Me., eleven years ago, Miss Warner, of Florence, Mass., opened a private Kindergarten, thus awaking interest in the work. She is still there, and has each year as many pupils as the rooms will hold. Three years ago Miss Doolittle, also of Florence, opened a training school for teachers, and with the co-operation of others started a free Kindergarten, which is now most successfully managed by Miss Blanche Boardman, a native of Bangor and last year a teacher in the Hill Institute at Florence. As the school was getting crowded, a branch has been opened on the East side of the city. This fall another private Kindergarten began—and thus Bangor has now four Kindergartens, all in flourishing condition. The *real* Kindergarten spirit exists, and each teacher is trying to do her best for the "least of these little ones." The system has not yet become a part of the public school education.

THE question of intelligent dress is being discussed so freely that many applications are being made for the right maker of such dress. On another page of this paper will be found the announcement of Mrs. Florence Trumbull English, who is prepared to meet this necessity in an intelligent and artistic way.

KINDERGARTNERS will appreciate the following commendation of Mr. Wm. E. Sheldon, of Boston: "I enjoy your KINDERGARTEN MAGAZINE very much. No. 1. Volume V., for September, is a model number. It presents the true ideals of the 'New Education,' and evidences a breadth and catholicism of spirit that is cheering. It augurs good

things when such a magazine, devoted exclusively to the principles and methods of the Kindergarten, can be sustained in America. The professional training of Kindergartners who have the proper natural qualifications for this great work, is the one great need of our times in this field. The *real true work* of the Kindergarten has suffered in the past, by the unphilosophical work of those who had no adequate conception of Froebelian culture, its aims and purposes. Now the demand for teachers who have not only maternal instincts but psychological training is urgent, and I feel that the many good Kindergarten colleges and training schools will soon furnish the requisite number of workers, who will not mutilate or strangle the great aims of the real Kindergarten."

THE committee on "Art in Education" of the World's Congress Auxiliary (Miss Josephine Locke, chairman), met Oct. 26, in Chicago, and were addressed by Mrs. H. W. Chapin, of Boston, who is the Corresponding Secretary of the Public School Art League of America. Mrs. Chapin read the following remarks :

In no part of Europe have they the same noble common school system that we have, by which and through which it is possible to bring the *Beautiful* within the reach of the children both of high and low degree.

Visitors from the old world have been wont to sneer at America because, as they said, we had no Art—and of the kind they meant, this is true.

But a new and entirely original Art, born of our needs and conditions, is rapidly being developed. One of its most attractive aspects is the desire to ornament the school-rooms of the country; to take away the bare desolation, the hardness, coldness and crudity which whitewashed walls and rows of blackboard cannot help suggesting.

The time has come when in this new Columbia the feeling after Brotherhood, Equality and Liberty seeks for a harmonious expression, *i. e.*, to clothe itself in Art Form.

The universal intelligence that is so characteristic of the American people, our versatility, divine discontent, and adaptability, all conspire to make the revival peculiar to this age, different from all Art epochs in the past, and the grandest, most humanitarian movement of the day.

For the cultivation of Art feeling and Art expression means the uplifting of humanity from the plane of pathos and fear to that of joy and gladness.

Real Art must be the expression of Truth—and Truth is always positive, optimistic, idealistic. Because life, actual life in America, is the realization of the ideals of Greece and Rome—the new Art which is to be the expression of this life must be joyous, free and the common property of everybody.

In the Divine order it would seem that Chicago was destined to be the center of a new life in educational matters, as well as in everything else. It behooves her to set a noble example to Art lovers all over the world, for representation from every part of the globe will flock here to learn the best methods of education.

To create sentiment for the embellishing and adornment of the public schools where the children and the young people of the land congregate, to surround them with milder and more congenial influences is the

object and mission of the Public School Art League. The idea is not new, although the organized prosecution of it is.

Send to John Lyman Faxon, Secretary, for circulars, etc.

MILWAUKEE, Wisconsin is well-known as a center for that cultured German element which fosters the interests of music, higher education and the genial in life in general. This city has been for many years experimenting with the Kindergarten problem, of how to educate its public, then how to successfully carry on the public's schools on this plan. Among the pioneers who have worked in this movement there may be named Mr. Bernhart Goldsmith, now of the Wisconsin State Board of Regents; Professor McAllister, now of the Drexel Institute, Philadelphia; Mr. Wm. N. Hailmann of the La Porte, Indiana, Schools, and several of the ladies most prominent factors in the progress of the Kindergarten. To-day Milwaukee has every phase of the public work illustrated, in mission Kindergartens among the foreign population, free public schools, private schools and two training schools for professional teachers. One of these is conducted under the direction of the State Normal School, and is incorporated as a regular feature of that work. The aim of this State adoption of the work is to provide strong and uniformly well-trained teachers, to go into the public school work, and little by little extend itself into a thorough and acceptable system of which the State may be proud. The State Law of Wisconsin provides education for children of four years, which in itself is strong encouragement for a common system of public Kindergartens. It will be of the keenest interest to educators to watch the growth and success of this movement at Milwaukee.

LITERARY NOTES.

WHAT is the meaning of current magazine literature? It is the impression of many versatile readers who sip the latest honey from the newest book in market, that each current monthly is to be laid aside as soon as its successor appears. Students who are specialists in any particular often find helpful articles in a back number, and are beginning to lay more value on this none the less permanent, because current, literature. A well-known eastern artist is said to pore over the old numbers of *Cosmopolitan* or *Century* with the interest of a traveler who is sight-seeing abroad. Educators cannot fail to find new food for thought by grazing the same pastures again and again. There is no more educating discussion than that which concerns itself with the special articles in the periodicals.

"THE Practical Application of the New Education" was one of the powerful articles in the November *Arena*. It is written by Prof. Buchanan and mainly from the physician's standpoint of physiological argument. The discriminating truth-seeker will nevertheless find wonderful signs of how the new education is calling even the materialistic doctrine of "mind-making man" up higher and higher, until growth becomes wholly an unfolding from within and not merely a barnacle-like accumulation from without.

THE *Home-Maker* for October gives an interesting description of an "Experiment in Education," of establishing the ideal girls' boarding-school, which provides not only the necessities of life, but the proper, salutary environment essential to sweet, natural homelike growth. The Margaret Winthrop Hall, of Cambridge, Mass., is the subject of the description.

THAT classic monthly magazine *Music*, published by W. S. B. Matthews, Chicago, opens its November index with an exhaustive but thoroughly enjoyable article on "Wagner and the Voice" by Clement Tetedoux. The article has a peculiar interest to all persons who have failed to find Wagnerian opera inspiring. It deals with all the arguments commonly held on both sides of the question. It has a far greater value, however, to students of music, in arraying before them the historical progression which makes Wagner no future wonder but a

present and substantial element in art. The apt and common-sense illustrations used by the author of the article make it a most readable and forceful argument against all stereotyped, or conventional opinions. *Music* is published monthly, at 240 Wabash Avenue, Chicago.

"FIRST STEPS IN NATURAL SCIENCE" is a neat book just published by its author, Miss M. J. Jewett, who has had a continued experience of teaching and talking natural science to children. The book is practically interesting and gives a simple and connected outline of the sciences, which is most suggestive. It is delightfully written and in the main accurate in its scientific statements.

AN auxiliary text-book is recently published by Holt & Co., under the title of *Natural History Lessons for primary grades*, in two parts. Its joint authors are Geo. A. Black and Kathleen Carter. A paragraph from the preface of Part I. will best speak for the purpose of the book. "In working out this idea, the author has aimed at the reality and method demanded by the rigorous science of to-day, and submits the result to teacher and parents only as it has stood the test of use in the class-room and at home." There is an increased demand for compilations of this kind, keeping pace with the freer methods of object and science-teaching in the schools. The simple facts of every-day things are necessary to a teacher's knowledge, but unfortunately not many of the present generation of teachers have had the privileges of the same early training they are now called upon to give the children.

THE MUSIC REVIEW.—This is the title given to a new magazine devoted to *music education* and a *review of music* on a plan that places this magazine prominent among the musical magazines of America. It is a magazine of rare interest and value to all who have the real cause of music at heart. Its motives are helpful. Its plans are practical, and its influence can be nothing but beneficial. Calvin B. Cady is its editor. He has contributed to the KINDERGARTEN MAGAZINE at different times, and is therefore not a stranger to its readers. One of the prominent features of the *Music Review* is a children's department which is conducted upon plans acceptable and in thorough accord with the music side of the Kindergarten's work. A sample copy of the *Music Review* will be sent to any one applying for it, the subscription price is \$1.00 per year. Clayton F. Summy, Publisher, 174 Wabash Avenue, Chicago.

THE *Godey's* is making greater claims than ever to being a home magazine.



MADONNA AND CHILD.

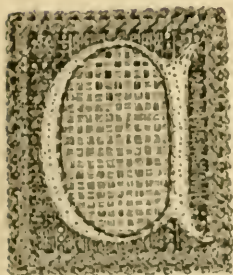
[*Luca della Robbia.*]

Terra cotta (colored) bas-relief. Museum, Florence.

KINDERGARTEN MAGAZINE

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CARL REINECKE.



WAY down in the southern part of Denmark, touching upon the river Elbe, we find Altona, where, in the year 1827, the subject of this sketch first opened his eyes to the light. With him music was an inheritance, so his father, whose profession was that of a musician, early directed the steps of the little Carl into the path which he has always followed.

We do not read of his being a prodigy—but better still are led to believe that he possessed exceptional ability, which was wisely directed into a useful channel. At eleven he made his *début* as a piano soloist. When still a youth he devoted time also to the violin, adding to his early experiences—by engaging in orchestral playing—a most broadening influence.

When eighteen years of age he traveled in Scandinavia, scoring an especial success in Copenhagen. But it is in 1843 that we find him in that musical center of the Kingdom of Saxony, Leipzig, where Mendelssohn and Schumann were the magnets that attracted talented students from all lands. Reinecke made the very most of the association with these gifted composers, and breathes through his work the impression made by the contact with them. Not that his compositions are less original or completely his own, but he has naturally drifted into an expression of his art in the same manner, and a very good manner it is. After serious study he returned to

Copenhagen to add to his laurels, being appointed court pianist. In 1851 the professorship of piano and counterpoint at the Cologne Conservatoire was offered him. In 1854 Barmen secured his services as conductor of the *Concert-gesellschaft*, and in '59 the University of Breslau selected him as *Musik-director*.

But Leipzig was still very dear to his heart, and when Julius Reitz gave up his work as conductor of the famous *Gewandhaus* orchestra, Reinecke succeeded him, at the same time identifying himself as professor of composition with the *Conservatorium*, both which positions he has held since 1860, and where he may be found to-day at the very height of his usefulness.

The *Gewandhaus* is one of the first orchestral organizations in the land. The name has no musical meaning, but was adopted because the first concerts were held in a building "where clothing was made and sold"—*Gewand-haus* being the German for cloth-house. The music was given in the Hall of the ancient armory, one of the oldest edifices in the city. In 1743 the first concert was given by this company of earnest workers, the orchestra numbering sixteen, from which it has gathered strength with years, until now there are about seventy members. The old hall only re-echoes its memories now since a new and complete structure is used for these feasts of music.

The leaders of the *Gewandhaus* orchestra have ever been lights in the musical firmament, and include such illustrious names as Mendelssohn, Ferdinand Killer, Gade, Reitz, and the subject of this sketch.

Reinecke appears in the threefold position of virtuoso, conductor, and composer, and he excels in them all. A friend writes that his piano playing is wonderfully beautiful, his scale-passages sounding "like strings of little pearls." But it is Reinecke the composer, that will especially hold the attention of the mothers and children, since he has poured out of his abundance, treasure upon treasure, for the little ones. His career has been thus hastily traced, that it may be apparent to all what a wealth of experience he brings to his work.

Behold then, a man with a lofty ideal, to which he unites

fertility of invention, and the most consummate skill in form and counterpoint—no device of this art being unknown to him. He, however, never descends to eccentricities. He is very versatile, exploring the field of composition in its many phases, giving us examples of orchestral oratorio, symphony, overture, concerto, sonata, cantata, mass, chamber-music, compositions for voices, and the simple *Lieder* forms.

A recent writer speaks of him in the following manner: "And here we find still at work one of the most sympathetic of artists, Carl Reinecke, who has just missed being a very great man; no living artist combines more delightful qualities: he writes songs of such charming simplicity that children can sing them, and concertos of such difficulty that grown people cannot play them. Endowed with the happiest musical perception, fully ripened by profound study and experience, he is equally happy in his elaborations of ancient dance forms as in the most modern effects. Nothing could exceed the musical ingenuity, which is displayed on the effective arrangement for two pianos of a theme from Schumann's *Manfred*. All the tricks of musical craft and lore are at his fingers' ends, and always employed to serve a truly musical purpose. A pianist and accompanist *par excellence*, the honored master of the Gewandhaus concerts forms a unique figure in German art."

This is indeed a tribute. But the writer who states these interesting particulars, is evidently thinking of Reinecke's *greatness*, in comparison with those masters who are like luminous planets, but forgets that greatness which outranks all other claims to greatness—the ability to "write songs of such charming simplicity that children can sing them"! There is no composer of the modern school so near to the child heart and life, as the one of whom we are now speaking. He uses his fund of knowledge, his inventive faculty, his sense of humor, his geniality for their sakes.

Study the face of this composer. It expresses a quality of nature like the great Agassiz, and he is as simple-hearted and benevolent as was the famous scientist.

Having a large flock of his own (the story goes in

Leipzig that when a child was lost the town-crier would always first ascertain if any of Reinecke's little ones were missing before investigating elsewhere), it was, of course, necessary to provide musical food for home consumption; hence he approaches the minds of the children very easily and naturally, entering heartily into all phases of their life. He not only writes for his fledglings but dedicates different com-



CARL REINECKE.

positions to them—Helene, Lottchen, Anna and Otto being remembered in this way.

The "New Note-book for Little People," op. 107, contains thirty simple piano pieces—a "Slumber Song for the Dolly" and a little "Dance, Dolly, Dance," for her after she wakes up. "Child and Cuckoo," "Evening Landscape," "Under the Lindens," etc.

Then there is a book of fifty songs—characteristic and suggestive. In these the composer has often added his own words, revealing another gift, that of poesy. In "A carriage to ride in, a horse for bestriding" in which the child tells what "kind Christmas is bringing" the accompaniment has a movement like a rocking-horse. In "Stork, Stork, Stander," you can fairly see the stork walk about. "Who has the whitest lambkins?" and "Christmas Song," are dainty lyrics. Indeed one will need to include nearly the whole collection if one enumerates those songs which are beautiful. They are also arranged for piano with three extra "Had I but a little fiddle," "Merry Music," and "Duet."

The Singing-Lesson Book, (Book III. of the Musical Kindergarten), contains other simple songs—"Morning," "The Ship in the Washtub," "The Organ Grinder," "In the Apple Tree," "Ball Play," "Circle Dance," "Watering Flowers," "When Baby Creeps," and "Child's Prayer." This last has a touch of nature in its appeal to the throne of grace.

"Thou dear Father, and dear angels
Let me ever kind and good be!
Please let all my old night-gowns too,
Soon grow far too small for me!"

The text for these songs comes in English, German, French and Hebrew.

In op. 54 we find a group of four-hand piano pieces, the *primo* being upon a compass of five tones, "in one position of the hand especially composed for the training of the feeling for time and expression." The teacher supports these clear simple melodies with a harmonious accompaniment, and the subjects for study are *Liedchen*, "Morning Prayer," "Romance," "March," "Polonaise," "Walzer," "Roundelay," "Cradle Song," "Alla Siciliana" (Canon), "Tarentelle": all good material for developing the idea of movement.

That the digestion shall not be impaired, form is given in small and pleasant quantities, so that the growth of the child shall be sound and healthy. For this we have some little *Sonatinas*, op. 127, A, on five tones also. *Six Miniature So-*

natas, op. 136, are also easy, and for work a little more advanced come the three numbers of op. 47. No. 2 of this set has for the theme of its last movement "Who has the whitest lambkins?" treated in a very charming manner. Op. 98 contains two numbers: the second sonatina including a cavatina that is a model of good writing.

A suite of studies, op. 173 in six sets, the right hand upon a compass of five tones are very instructive, the last one (number six) being in Canon form. But in op. 130 we find an uncommonly fine work for four hands, in two sets, or books. These, as Reinecke says, "are designed to awaken an intelligent interest in the Polyphonic style for practice in difficult rhythms and *ensemble* playing." These will amply repay one for any study they may involve, being of great value to the child after he has mastered some of the earlier stages of progressive work. They are certainly the most delightful creations of so-called strict form that one can find, and are full of music all the time. Here then, is one of his masterpieces, for he dearly loves this field and it would have been *so easy* for *him* to have given us the nut without the kernel. But even when he wanders into the province of diminution, augmentation, contrary motion, or the Choral in the Æolian Mode (the "*Canon Cancrizans*," that is to say "crab fashion" canon, which reads either backward or forward, as you please), he has still in mind the fact that he is to *quicken* and *interest* the musical life of the student. We must rejoice that the master has given us the twelve examples with such a treatment that they appeal alike to all.

The fairy tales are touched upon in the *Maerchen-gestalten*, the "Red Riding-hood" and "Thorn-rose" being exquisite. And the "Overture to the Nut-cracker and Mouse-king" should be played often to the children, so intensely do they enjoy it. The legend should be told in connection and if possible a nut-cracker shown. These are carved out of wood in all sorts of fanciful shapes by the peasants of the old country. Bismarck's head is one of the subjects chosen for this purpose and it is needless to say that he cracks the hardest nut.

Mr. Louis C. Elson tells us in *Music* of a peep afforded to him at the Reinecke home and let us follow him there for a moment. "Kapellmeister Reinecke in himself illustrates the modestly great character of the German musicians of rank. He has no tremendous salary; he does not dictate royal terms for every appearance of himself and orchestra; but he is sincerely honored by every one in Leipzig, and in his autograph album are letters of heartiest recognition from Schumann and Berlioz, down to kings and queens. * * * * The great institutions find that if they wish to keep the musicians from starting for the New World they must give pecuniary inducement to stay in the Old. I had some charming glimpses of the home-life of Kapellmeister Reinecke as he took me from the conservatory to his modest quarters in the Querstrasse, somewhat nearer the sky than some of our less learned composers dwell. A number of charming young ladies of assorted sizes greeted my view in the drawing-room, and I was presented, one by one, to the daughters of the Kapellmeister. Astounded at the rather numerous gathering I ventured to ask whether any had escaped, and was informed that some of them had—into the bonds of wedlock. The sons, too, seemed especially bright, and the wit and badinage around the dinner-table was something long to be remembered. Reinecke has not got the American fever to any extent, and a very short sojourn showed me why he is not anxious to change his position for one in the New World. It is true that he has not a salary such as our directors and conductors of the first rank obtain, but on every side were tokens of friendship and homage from the greatest men and women of Europe, and when the next day he took me to his *Kneipe* near the conservatory, I noticed that every one in Leipzig took off his hat to the simple and good old man; every one, from nobleman to peasant. It counts for something to be thus honored and beloved, and perhaps a few thousand dollars would not compensate for the loss of such friends. How kindly and paternal Reinecke is may be clearly shown by relating the origin of the beautiful violin part to the song 'Spring Flowers.' He had composed this without any violin obligato whatever, and it was to be sung

by a young lady at her *début* in a Gewandhaus concert. The evening before the concert the artist came with a decided fit of the 'nerves' to Reinecke's home, and in trembling and tears expressed her forebodings for the *début* of the morrow. The good-hearted composer sat down to think matters over, and then exclaimed: 'I will give you some extra support for the voice so that you cannot fail,' and then wrote the violin part which is so tender and characteristic. Immediately rehearsal followed, and thanks to the violin support and the goodness of Reinecke, the *début* was a success. And at the *Kneipe*, too, I saw how much of contentment passing riches, there was in such an artistic life, for here in the corner of a very modest *Wirthschaft* were gathered some of the greatest art workers of Leipzig (literature and painting were represented as well as music), and every day at noon they met and spoke of their work, their hopes, their plans and their arts, and in such an atmosphere the plant of high ideality could not but thrive, and I could only wish that we might some day have such unostentatious and practical gatherings among the artists of America."

His children are all grown now, but other people's children are sharing the thought which this kind father has bestowed upon his family.

Zu freundlicher Erinnerung (in friendly greeting) which is inscribed across the photograph, comes over the water to prove that to such a nature music is a universal language; and it must be particularly gratifying for this composer to know that his writings have gained such a foothold upon this new soil. May this life be spared until its full measure of usefulness shall bless the world.

JULIETTE GRAVES ADAMS.

Chicago.

HOW SOME PARENTS ARE SCHOOLED.



THE new education is not satisfied to work only with little children. It makes a corresponding effort to reach the parents of these children, and secure their co-operation along the rational lines it selects. That department of the Kindergarten work known as "Mothers' Meetings" is enlarging its boundaries in every direction, and is attracting the attention of experienced philanthropists. Among the latter it is an accepted fact that the best and most permanent philanthropic results are secured from efforts among children; but meanwhile their hearts bleed over the almost irredeemable ways of the adults who father and mother these same children.

A prominent mission Sunday-school worker, who has poured his fullest energies into a certain black district for many years, said recently and with great emphasis: "There is something all wrong about our parents' meetings. We have abandoned the prayer meetings and substituted a pleasant, social evening in its place, but still they do not come without a certain amount of constraining. What is the matter?"

There is much influence gained among these classes by such as can come to their level, not morally, but mentally. The Kindergartners who are conducting the free schools in our large cities understand best what this means, and know best how to put it into practice. Their daily work with the children drills them in that greatest of human accomplishments, namely, of putting themselves in another's place. They learn the secret of reading the complete situation of a family in its various conditions, and so gain the confidence of and access to the members direct. Particularly does the Kindergartner touch the hearts of the mothers of her children, be the latter waifs or "well-to-do's." She says, by virtue of her daily practice, "I am a mother, too: these are our chil-

dren,—yours and mine together, and we have a right to talk over our common troubles. Therefore you may listen to me without doubting or questioning my intentions." Every teacher seeks more or less to learn of the home-life of her pupils. The Kindergartner holds this as a part of her professional duty, and visits the children and parents, particularly in the humbler homes. Her intention in so doing is to knit together the family and its interests, to keep the home and school, parents and children close to each other.

The organized plan of holding parents' meetings in connection with many Kindergartens is bringing to light interesting as well as substantial results. The character and policy of these meetings is usually left to the individual discretion of the Kindergartner, varying according to the social and mental status of her neighborhood. The Kindergartner in a certain Bohemian district thus describes her efforts with the mothers :

"The women who come to my meetings once a month can not speak English. I send them written cordial invitations by the children, which they manage to have read for them by the grocer's clerk or some one else. When I call at the homes they immediately send out for an interpreter and are eager to catch all I have to say. They are a thrifty, busy, class of women. Many of their homes border along the railroad tracks, and the Pullman passengers see from their windows, these Bohemian women standing in their doorways, babes in arms, knitting as fast as the train speeds. They always welcome our coming ; I think it is because we too are such busy active women. The last time I made a round of calls, I found several of the women at the wash-tub ; they stopped their work long enough to wipe off a chair, push back the furniture to make room, and then continued the rubbing in a cheerful, lusty way that was good to see. By this visiting we get a clew to the children's characters and can understand better how to help them. Our rule is to begin with the dirt under our feet, and work away until we are clean up to the very top. That is why we begin in the homes, and work for a cleaner or better effort to-day,— not for a far-off result in some

future time. These people cannot come to appreciate the church and its privileges, until they have some idea of a true home. The one pride of these mothers is that their children shall be obedient at the Kindergarten. If one perverse little one is reported at home by the others, he is cruelly punished. We try to show them how to train the children some better way than through beating, and in several cases have discovered the warmest affection in the most unlooked-for quarter. They always bring the babies to our meetings, which gives us an excellent opportunity to practice our theories of patience in their presence."

Another Kindergarten who has her field of labor among the fortunate middle-class, tells of her work in interesting the parents :

"Our people are mostly Americans of that busy enterprising middle-class that is well informed on all subjects, whose children see and hear and live whole volumes every day. At a recent evening meeting to which fathers, mothers and children were invited, the former were amazed at the peculiar knowledge possessed by their children. They found the latter knew how to apply all the varied information they gleaned at home. I read to them the plan of work for our Kindergarten for the week, and gave a general outline of the first five Gifts and their uses. Several of the parents gave signs that they began to understand what the children meant in many of their plays at home, and also that they began to appreciate the value of our work. I brought all the parents and children to the work-table and gave them something to do after the Kindergarten order, hoping to break through the crust of home limitations which their workaday lives set about them. Having the meeting in the evening has succeeded in bringing the fathers, who never having seen the work, scarcely credited its value."

At a parents' meeting held recently, there were fifty fathers present, many of the women having staid home to take care of the babies. One man in his blue jean overalls, took his place at the table with the children. He was delighted with the success of his work and finally exclaimed in

the most radiant tone,—“You work out something! The children can see what you are driving at!” He afterwards asked for instructions in the use of the building gifts.

Another burly German attending such a meeting, was overcome by the genial brightness and home-likeness of the Kindergarten. “I work in the beer factory. This is beautiful. I wish you would keep open every night!”

Again the question was asked of other Kindergartners,—what results have you seen from this work with parents?

“The women have grown courageous and expressive. They have learned our sweet lullabies, and sing them at home with their children. They have played the games, often after great hesitation, because of physical inability or timidity, but always in the end with great pleasure.”

“The parents have learned to think about the characters and qualities of their children, by talking them over with the Kindergarten, whose business it is to study them. They ask many intelligent, earnest questions, and seek to meet the problems in our way. They have confidence in us.”

“The same mothers come again and again and offer to assist us,—to pay for the good they are receiving. We explain to them carefully all our plans and purposes, why we do certain ways and what the results. They see there is a meaning in what we do, and that that is why we are happy in it.”

“Even the women who cannot understand our words, feel our sincerity and truth. Many of them for the first time in long years, come into close contact with a fellow-woman, with one whose keen sympathy and honest heart understands their own. We meet on the common ground of womanhood. They then believe that our only motive is to help them make better men and women of their children.”

“The social side of these little meetings does much to the glory of God. We have a cup of tea and a cordial chat, which, done in the sincerity which knows all men as children of one Father, sends us home better mothers and truer women. It brings us back to our best selves, which sometimes get lost in the density of much work and worry. It unites us into a present brotherhood.”

K. G.

THE PRINCIPLES OF THE KINDERGARTEN THE FOUNDATION OF ART EDUCATION IN THE PUBLIC SCHOOLS.

II.

AS FROEBEL, followed these thoughts new vistas opened before him and demand for the highest light grew. He realized that the senses must be awakened as the organs of the mind and not as the organs of mere sensuous pleasure or of mere desires as in animals.

I quote his statement of the problem and his solution where he gives the reasons why he chooses the ball as the first object to be studied.

He says, "Now I wish to find the right forms for awakening the higher senses of the child. I must ask the whole organism of creation, the whole universe, for them. I must go back from the particular to the general, which contains the particular and furnishes the typical or fundamental form for the manifold phenomena of creation. Then come the properties which are common to all things, and without which there is nothing knowable. I must seek objects in which the universal properties of form, color, size, weight, movement, etc., are to be perceived one by one, and strikingly shown.

"For this purpose I choose not only forms for the child's eyes, which are to make him acquainted with the outward world which surrounds him, I have symbols which unlock his soul for the thought or spirit which is innate in everything that has come out of God's creative mind. If the ripened mind is to know and understand this thought, its embodied image must make an impression upon the yet unconscious soul of the child, and leave behind it form which can serve as analogies to the intellectual ordering of things.

"What symbol does my ball offer to the child? That of unity. Out of unity as form, proceed all phenomena, whether

it is an original cell or a seed. And everything must in its development strive again for unity or completeness;—the flowers and the fruits, the heavenly bodies and the organs of the human body (whose head is in the form of a ball) all proceed according to the law of the sphere. Unity as spirit, absolute unity, is God himself; the universal spirit goes forth out of All and returns back to the All. In God we live and move and have our being. We are spirit out of God's spirit, we are children of God, and therefore capable of finding and recognizing in all the works of God, within certain limits, our mind and God's mind."

He believed that the simplest forms, types, which lie in the foundation of the fabric of the world, lay also the foundation in the minds of children for the understanding of the world, which expresses God's thought and spirit. And he found these simplest and unarticulated forms to be the fundamentals of crystallization, the solid forms of Froebel's Second Gift. By these types which include the universal properties of things this universe which expresses itself in form and color, in size and weight, in tone, number, etc., is to be stamped in the most elementary manner on the child's soul through his eye as fundamental form, fundamental color, fundamental tone, archetypes as it were of ideas.

Froebel therefore decided on the sphere, the cube, the cylinder as the types through which the child was to become acquainted with the universe. As there is some difference of opinion among teachers with regard to the use of type forms as the beginning of form study, I would ask particular attention to Froebel's ideas as here expressed. He felt that there is no other way to give the mind a clear view of a multitude of things than to use fundamental forms of types which bring out their properties in the simplest manner. For if the comparatively mature minds needs this help of classification how much more must be needed by the child's mind in the first stages of its development. Therefore such things are to be offered with the first observations of the mind in order to afford appropriate fundamental perceptions for subsequent conceptions. It is very essential for careful and thoughtful

teachers to observe that the sphere, cube and cylinder give and should give only the type—only the normal, fundamental and typical perceptions which are also presented through other objects found in life.

Following this thought Froebel found it in the highest degree important that there shall be given early to the child something normal outside of himself as a standard for classification, connection and comparison, first that he may recognize for every special and single, a universal and a unity, and that he learn to judge of one by the other. For it is possible that man can comprehend each singly in all its relations, and bring to it perception, knowledge and insight. But if he now comprehends one single thing thoroughly he will at the same time learn to understand all others thoroughly.

The giving, possessing and holding fast of a normal or type, as simple, as comprehensive, as all-sided, in which he can as easily learn again to recognize the others, is that which from early life on is so very much needed by man, not only for perception and instruction, but especially as means for all-sided self-development and self-education.

To the signification of the type of the sphere and the cube, and how the several subjects in the environment of the child may be treated, just a word.

"The cube may be now a table on which something is set for the child,—now a bench on which the mother places her feet,—now a stool on which the child sits, so, farther the hearth whereupon something rests to be cooked for the child,—now a chest in which something is locked up,—now a house which is closed,—now a well which is concealed, finally a stove. Then again a hammer with which something shall be knocked off for the child, the little stick being put in the corner, a broad-axe, a pick-axe to dig a little flower-bed."

"Finally as it is whirled, a child that turns, a maiden that dances, a kitten catching its tail. Again a snowball, an avalanche which falls from the roof or mountain, a rock which tears itself free and plunges into the valley. Or, placed on the ground with upright staff in the top, a flower pot in which a slender tree is planted."

The child will thus be led to observe and comprehend one thing from many points of view, several things under one relation, and to perceive and observe the common and the universal in several single things and the thing will be truly dear to the child through the diversity which it brings to the life, the mind and the spirit.

Moreover Froebel says:—"Clear observation and clear representation lead to comparison and clear conclusions, and thus to clear logical thinking."

"To reach this result, merely the rightly chosen objects, (types) are not enough, there must be the right treatment or use of them in order to give the first acquaintance with the material world. By such activity the first experiences and the first technics of the human hand are required, or an A B C of work which, together with the exercise of the sense of beauty, gives a simultaneous preparation for art."

Along with the study of the type forms and objects like them by which the external has been made internal, Froebel would give occupations of building, tablet and stick laying, modeling and drawing as a means of expression. This leads us directly to drawing, for which Froebel speaks strong words, claiming that it requires in its use and exercise the whole man, consequently the child in all the relations of development and culture. And this is his argument:

"The correct holding of the fingers and of the hand, for the free use in drawing requires a correspondingly correct free use of the whole right arm; this requires again indispensably a corresponding use of the other limbs and the whole body of the child who draws, if it would represent what it creates with free action of the body and with a free spirit. For a free, skillful use of the body presupposes necessarily a free, bright spirit, as both mutually condition one another."

"As, therefore, true, free, beautiful drawing demands a body and limbs developed in every direction, it requires also the free, ready use of the senses, and not less of the sense of hearing and of touch, than especially of the sense of sight—but this all-sided complete development of the body, limbs

and senses. Hence the development for drawing requires also a soul harmoniously developed, a feeling, a receptive mind, as well as a thinking and comparing, an intelligent and understanding spirit, a cultivated judgment, correct reasoning, and so at last a more or less clear idea of the object to be represented, that develops itself more and more during the work."

"But all this requires again, and develops in the child who draws, observation and attentiveness, a conception of the whole memory and thought, the power of combining and inventing, imagination, and in general it opens the way for the corresponding use of the creative power of man, enriches the spirit, the mind and the soul with clear notions, true thoughts and beautiful ideas, the fundamental conditions of the creation of the fullness of life and living that the child already longs for and tries to obtain.

This freedom, the free arm, the free movement, the free spirit, which Froebel so extols is indeed of the utmost importance and he would have special movements given for the development of this freedom.*

Some of you who know the Kindergarten network drawing may be surprised to know, that in continuing the subject in the Kindergarten Wesen, Froebel would have the drawing of curved lines before straight. He says further, "The drawing of lines, of the curved as also of the straight lines, should be combined with the explaining word or with the enlivening little song as the earlier ball or sphere songs, not only to awaken thereby, but also to cultivate and strengthen the general activity of the child as will be indicated soon, and this is a description of the exercise."

"While the slate pencil moves in circles, by the fingers drawing on the slate, the following is sung :

Round and round, round and round, that is my pleasure,
Round and round, round and round, so I turn and rejoice,
Rejoice also with me."

or :

Just look at the straight path that my slate pencil can draw!"

*The extract which I have given is from the *Kindergarten Wesen*.

"For the curved, as well as for the straight lines, beside the position and direction, the mode of originating, or formation, in regard to the child, who is drawing, must be observed soon; from the hand toward the hand; or, outwards, inwards; upwards, downwards; downwards, upwards, or opposite directions repeatedly united together in zigzag or winding course. As experience teaches, this gives to the children great pleasure, especially when, as already mentioned, the explanatory word that speaks to the mind, is given in the living tones that speak to the spirit, and so, as the flowers bloom in the beaming, warm sunshine, in the morning, the different unions of lines appear with the clearing, rejoicing word of song."

"Zigzag, zigzag, is my pencil's path,
Tick tack, tick tack, is yonder the ticking of the clock."

or with winding curved lines,

"With a song, with a song,
The drawing's winding motion
Does not make the time seem long."

"But soon these lines become for the child that is led to observe nature and surrounding things a means of further representation. So the circle that he can draw fairly now becomes for him the picture of the moon, the sun, a disk even of an apple, a ball, a hoop, a ring, etc. He has seen in meadows, in the garden and field the three-leaved clover with its roundly single leaves and the five-leaved flowers of the most different kinds with their circular corolla, and represents them easily with winding curved lines, and still further, radiating flowers and the numerous feathered leaves, that are sometimes quite circular; as for example, the beautiful feathered leaves of the Matterdorn (a sort of field rose), of the acacia, etc., or further beautifully paired stem-leaves, as for example, in the sunny blooming Pfennigkraut. But the child's impulse to represent by drawing ventures also near the living, he tries to represent the rabbit with its rounding forms, the little mouse, sheep, dove, etc." The aim seems always to be to cultivate the utmost freedom of representation, leading to freedom of thought and to the expression of the ideal.

MARY DANA HICKS.

WATER CRYSTALS.

FORTUNATE the individual or nation dwelling in the temperate zone !

Spring, with her bursting buds and teeming animal life, is full of interest and fills the mind with delightful anticipation.

Summer follows, and while granting enough of realization to support our hope, still points onward.

Autumn showers her wealth of fruitage into our garner and then Mother Nature seems to say — "Enough of these things. Beautiful as they are through the life which is in them, I have other wonders for you."

First she strips away the leaves and makes the flowers hide their heads. Then the animals disappear ; and when all possible distracting things have been removed, she proceeds to present her object-lesson, fully illustrated, on WATER.

Overhead is the blue sky, and no Tyndall is needed to tell Mother Nature the rich color is due to the infinitesimal particles of watery vapor suspended in it.

What travelers these vapor molecules are !

Mr. Heat has been doing something to make them on very unfriendly terms, and like some other beings they simply "won't have anything to do with you" and try to get as far from each other as possible. But as they journey on the wings of the wind, a cooler frame of mind is gained, and like others with common interests and destiny, antipathies lessen and the discovery is made that, after all, each has an attractive side, and friendly advances are made toward closer relations.

Men say, "How hazy it is to-day !"

On blow the winds with their myriads of dancing molecules, till perchance a mountain-top is reached.

Those nearest seem to take pity on its nakedness and become possessed with a desire to do something for it.

Mr. Heat's influences were already on the wane, and now,

how distrust and envy, rivalry and hate disappear in the presence of a kindly thought and purpose !

As they draw nearer in conference as to what shall be done, men say, " See, the Mountain has his cloud-cap on ! "

Little time is lost, some have had experience as water-drops and know full well they had a share in making the mountain bare, but all so fully agree and so cordially enter into the present purpose that each little particle of " water dust " slips into its proper place to form beautiful six-pointed stars. Some of these are straight edged (see illustration below), as plain as such elegant things can be, while others grow most beautifully fringed and branched as they slowly settle towards the bare rocks ; and as the sun is setting the mountain shines out in its glorious mantle of snow.

There were others, not so near the mountain, who for a moment helped form the cloud-cap, but were drawn from their purpose by their companions, and becoming vapor again hurried on over a widespreading country.

Here the wind found so much to spend its heat upon, that the haziness grew into fogginess and cloud. As the little vapor particles joined others they began to descend faster and faster till they reached the earth as rain-drops. More followed till the ground and all on it was soaked, the brooks began to roar and the ponds filled up.

After the clouds had emptied themselves and the storm was over, it cleared up and became colder.

Then what a lively time there was among the molecules !

To be sure, they had become quite sociable in the water-drop—but now a strange impulse seemed to seize each one to organize in six-pointed stars as their fellows on the mountains. On every hand were heard the cries for " more room ! " and they crowded and pushed so, to get into the forms they wanted, that some strange things happened.

Those near the surface of the pond felt themselves drawing closer together and then beginning to sink, while others came to the surface only to sink in turn.

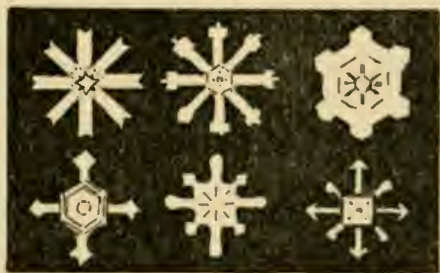
After all in the pond had had their turn the pond was " icy cold." The coldest of them near the surface began to play at

star-making, but while the molecules had still freedom to move to their places, they constantly found themselves hedged in by others, and so, crowding and pushing, they wove a firm, glassy surface to the pond, which was lighter than the water and floated on the top.

The boys said, "Hurrah the pond is frozen over!" and the ice-men came with their saws and cut cakes of the interwoven crystals to store for the hot summer to come.

Another group of water particles happened to fall into a bottle, and pushed, so hard, in their efforts towards the perfect stars they wished to be, that they burst the bottle!

One man (they heard him called Professor) thought he could hold them. So he filled a thick iron ball with water,



and as he screwed in a strong iron plug he was heard to say, "There! I guess you wont get out of *that*!"

For a time there seemed plenty of room, but as they drew closer and closer together, the desire to make stars became almost unendurable.

To be sure, each single one was very tiny and weak, but all made up their minds to do their best, and at last, by one united effort the iron walls burst asunder! So suddenly, in fact, that before they could spring to their places some of the water gushed out through the crack, but did not *spill*, for the molecules so quickly took their places as to leave a projecting fringe of ice.

Those which fell on the hard clods of clay in a farmer's field, had such a time getting room, that they burst the hard

clods in every direction, till in the spring, it was like corn-meal.

Some sank into the creases around some peach-stones, and as they struggled to crystallize, separated the two halves of the stones so that the young trees found it easy to get out in the spring.

Another company sank into the earth, filling a crack behind a huge rock on the edge of a cliff. Here they found they were cramped for room, and so mighty was their united effort that they actually *moved* the huge block of stone towards the cliff. After a while others came and it was moved farther, till at last the huge mass was sent tumbling into the sea.

All these companies were so crowded that the star form was not easily seen. But on window-panes they were more free to move and most beautiful was the delicate tracing that was made.

Another place where exquisite work was done was in the small pools of ditches and fields. Here the star-building went on as the water sank away, leaving some of the six points free to grow into wonderful perfection under the "shell ice," as the boys called it.

Thus everywhere the little particles (they are too small to be called *drops*) strove most courageously to be true to themselves. They wished to be regular six-pointed star crystals, with equal distances between the points and the angles all the same.

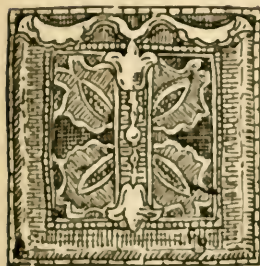
How surpassingly wonderful is it, that under all the crowding and interference, every unbroken angle of every crystal, everywhere on the face of our "great round ball" should be unvarying and the nearest possible approach to the typical form be always attained !

What lessons for us do these crystals teach !

EDWARD G. HOWE.

BARE WALLS VERSUS ART WALLS.

THE DECORATION OF THE CHILDREN'S BUILDING AT THE
WORLD'S FAIR.



HERE has been in progress in England for more than a dozen years, a movement, having its center in Manchester, for the suitable decoration of schools. It would seem to indicate a perverted state of civilization that there should need to be an organized propaganda for persuading the public that the schools, where their children pass the years of their lives which are most susceptible to the influence of the beautiful or the ugly, should be made such as to develop and not pervert the æsthetic sense, even though no higher end were considered.

To a Greek of the time of Pericles or to a Florentine or Venetian of the fifteenth century, the question whether the places where the youth of the land passed their hours of study and recreation should be beautiful or not, would have been impertinent. All buildings were to be beautiful, as a matter of course, but certainly those which formed the taste of the nation. To the Athenian his own private house was the last building to be thought of as the object of expenditure of wealth and genius; and in Italy, when Italy was great, whatever was beautiful might be rightly appropriated in due measure by the individual, but belonged in its fullness to the State.

To trace the causes which have produced a civilization regarding itself as an evolution of all preceding, yet in which the vast proportion of the talent it produces is bought by individuals for private gratification, would be to write history as it has not been written. We find ourselves as a result of these

causes, living in a land whose boast is the generosity of its education, yet in which the most dreary and uninteresting of its buildings are its schoolhouses. A "movement" is now unquestionably necessary to arouse the public mind to a sense of its folly in wasting and worse than wasting the years of most acute observation and sensitive perception in children. We do worse than waste these years, since, during the age in which, through the right training of the higher senses, the mind might unconsciously enter all the realms of thought and emotion to which these are the portals, we bar the way with a blank white wall, and turn the active and hungry mind into the street, there to devour the sensations of the theater posters and the saloon windows.

Refusing our children the heroes of history and of noble fancy made real to their eyes as they have a right to demand, we abandon the hero-seeking mind to the patrol-wagon and the police officer.

Can we hope by schools of design to revive in a nation the power of right choice between true and false, beautiful and ugly, which we have deliberately starved in its children!

The "movement," then, has begun in our midst, which has for its end, first the converting of school-rooms into cheerful and pleasant places, and second, the teaching, through art, of all that art can teach.

If the Columbian event is to be worth anything to civilization it must be through making the most of it in the direction of positive teaching.

The decoration of the "Children's Building" has been given over by the ladies of the regular committee to Kindergartners, and the subscriptions are to be raised through their organ, the KINDERGARTEN MAGAZINE. Multitudes of people will come to see this building. There could be no better opportunity of giving an object-lesson in good decoration for Kindergartens and primary schools.

The artists who have the work in hand are studying the designs from the standpoint of the child's needs and demands. The work will be done upon canvases, arranged in friezes and panels as the spaces require, and can thus be removed after

the Columbian building has served its purpose, and applied to the decoration of children's rooms elsewhere.

John Ruskin has always urged the employment of young English artists to paint the walls of English school-rooms with scenes which shall stimulate the imagination of English youth, and feed it with wholesome food. Before we can rationally proceed to expend talent in frescoing our school-room walls, we must secure space upon them not covered with blackboards, we must bring about the abatement of the smoke nuisance, and we must be reasonably sure that the frescoed building will not be pulled down to make way for "advancing civilization" in the form of factories.

Let us pray that these blessed conditions may be in sight even in our day. In the meantime let us allow (I believe we shall not need to urge) the best talent we can find to express itself in material which can be removed out of the path of "advancing civilization," for the joy and edification of the children of the land.

The committee in charge of the decoration consists of Mrs. L. F. Perkins, formerly of Pratt Institute, Miss Kate Kellogg, Principal of the Lewis School, Englewood, Ill., Amalie Hofer, of the KINDERGARTEN MAGAZINE, and Ellen Gates Starr, Hull House, Chicago.

The designs will be made by Mr. George L. Schreiber, and the work will be under his direction, with such assistance as he may select. Mr. Schreiber, a student of Gerome and Galland, stands especially high as a decorative artist, holding a medal of the *Ecole des Beaux Arts*, of Paris.

The plans which have been projected for the decoration of the Children's Building and which, it is hoped, may be fully carried out, meet these conditions. All who are interested in their accomplishment are invited to send subscriptions to the KINDERGARTEN MAGAZINE, Woman's Temple, Chicago. The lists showing the progress of the fund, will be published from month to month.

ELLEN GATES STARR,

Chairman of Decoration Committee.

HARMONY.

"TO REACH THE UNCONSCIOUS HARMONY OF NATURE WITH CONSCIOUSNESS IN THE HUMAN SPHERE IS THE GOAL GOD HAS SET FOR MAN."—*Froebel*.

Suppose a shining star should say—
"I no longer will obey
The hand that leads me through the sky
Until I know the reason why;"

Suppose the moon should lend its light
To the day instead of night,
Just because it cannot know
Why its orbit's chosen so;

Suppose the Sun refuse to shine
Till it know the great design
Of the Universe—its laws—
Each effect and what its cause;

Suppose the earth decline to run
Its yearly course around the sun,
Or some part of the great whole
Should rebel against control,—

Child, dost know then that thou art
Of the universe a part?
Wilt thou the only discord be
In this chord of harmony?

HELENA THOMPSON.

EDITORIAL NOTES.

THAT it is much easier to talk and even write about so-called fine ideas, is a well-known and oft-proved fact. This accusation has frequently been brought against Kindergartners, many of whom are said to theorize in an abnormal way. Froebel's own books have been condemned because of their moralizing tendencies. There are two rational explanations of these and similar criticisms. The first is that the critics are mainly ignorant of the intent and purpose of the scheme of Kindergarten education in its entirety. Ignorance is the root of much the greater part of all denunciation and carping. Man is too prone to underestimate those matters which he is not himself informed upon, and consequently every new proposition, whether it be educational or political, is attended with antagonisms and loud protestations.

The second reason for the accusation of impracticability as made against Kindergartners, must be found in their own failure to prove their high calling. When a reformer proves his words in his works, the world stands still and listens. If every utterance on this subject could be clearly made, and each audience, whether it be one or ten thousand, be given the simple statements of truth in regard to what the speaker has proven of his doctrine, there would be little opportunity for misunderstandings or non-understandings.

IN a talk before an informal group of mothers recently, the standpoint of the Kindergarten to her work was discussed. The latter said that she firmly believed that the principle, the truth back of every practical application of the work must be apprehended first and thoroughly, before it could be successful or intelligently carried out. One young mother, fresh from college, interrupted the earnest Kindergarten with an im-

patient—"Oh yes, that is all very good theory—but I am already overfed with such book stuff—I am hungry for something practical." The appeal was most touching but at the same time was prompted by ignorance of what constitutes the principle of anything—that something which compels a practical outworking. This hungry mother was expressing the tendency of the past, which pushed everything of a deeper, serious nature, off into the dim regions of a theoretical something, to be dealt with in some far-off future. Another mother of more experience said in a disturbed voice, "Do the Kindergartners really believe all of these beautiful theories, and do they actually think of them when they are busy about their day's work?" She was told yes, that they believed them, that they held themselves responsible to live them, and that it was only by so doing that the success of their work was possible. The Kindergarten can afford to be misunderstood when she makes these strong statements that her work is based on truth, now and here, and that it can be proven—not only by some other great, strong noble woman, but by herself, in her own humble work.

IN certain cities where public school Kindergartens are in operation, there exists a very great inadequacy of salaries as compared with other departments of the same schools. In one community the Kindergartners are engaged to teach two sessions, morning and afternoon, with different sets of children, and paid for this work the first year \$40.00, and second and all succeeding years \$45.00. The hired assistants in these schools are paid five dollars less than the directress who assumes the entire responsibility and designs the plan of work. As one of these assistants said: "I do not aspire to being a directress, it is too much extra labor for the pay." These low salaries were named and placed many years ago when the work was still largely experimental and when its fondest advocates compromised its worth in order to bring it before the public. This state of affairs has changed, and the *pro rata* of Kindergarten commercial value should change with it. The Kindergartners of Philadelphia have petitioned for an

advance of \$50.00 to be added to the yearly salary of all primary and secondary teachers of that city. The Kindergartners of Philadelphia are now averaging \$400, for the same year's work which in Boston brings a salary of \$720. The fact that the Kindergarten must add to a regular school course the special training for her work, is an argument which should compel consideration of these claims to increased salaries.

WE have received several practical responses to the suggestion made in our last number that Kindergartners furnish readable articles for newspaper publication and so assist in disseminating information of our work. We repeat the call: Any articles appropriate to general newspaper use will be most gladly received at this office, and intelligently placed in the best papers east and west. There is demand among the publishers of ladies' and home journals for helps in the domestic line, suggestions and advice to mothers, nurses, etc. Kindergartners whose hearts burn to do good with their pens need only be ready to meet the demand.

THE KINDERGARTEN MAGAZINE will have its editorial headquarters in the Children's Building during the Columbian Exposition. CHILD-GARDEN has been cordially received by the public and will especially represent the children's cause at the World's Fair.



THE SECOND GIFT.

The Second Gift as designed by Froebel fulfills a varied and valuable office in child education. Its strongest educational value consists in the fact that it represents fundamental, typical forms. The First Gift of soft, bright colored balls corresponds to the needs and desires of the baby in the home. The Second Gift with its permanent, perfect, substantial forms of firmer material, is more appropriate to the school or Kindergarten child, and his enlarged needs. The latter is ready to deal with more than one thing, he seeks many things to express his notion of play and work. The fact that form is the quality which makes things visible and possible, led Froebel to place form-study first and foremost in his system of concretes. He accepted the statement that form is the proof of life, being, existence. Therefore he planned carefully and logically to acquaint the child with the inner meaning of form. The Kindergarten who studies into his system, and into the purpose of the Second Gift in particular, finds in the three solid forms—sphere, cube, cylinder—a most suggestive field for object-lessons and experiments. The logical deductions which are to be made by their systematic use are very convincing that Froebel found the right path.

The Second Gift may be used in the simplest way in object-lesson work, in which the teacher presents the forms to the children, in order to increase their powers of observation, language and knowledge of facts. She may herself have little or no appreciation of the inner force of these forms, which none the less appeal to the child's natural sense of the

concrete. The language lesson secured through the cube of the Second Gift, may deal entirely with the facts of its outer appearance, still the child is becoming acquainted with its form in a degree.

But the Kindergartner who has studied into the center of Froebel's form-lessons, follows a more inclusive method than the above. While the sphere, cube and cylinder present to her lessons on the common properties of things, the facts of



natural objects, she also sees hidden meanings which appeal to and through the imagination. She

plans her work with the Second Gift in such a way as to utilize all these facts and bring the child home to this inner knowledge as well. She has learned to appreciate the fullness, roundness, completeness of the little wooden forms, and handles them with an earnest zeal which passes over to the child. With all her own knowledge of the possibilities of the Gift in the background, she leaves them largely to create their own impressions with the children.

To the latter the forms do not stand as a means to an end, but as an end, a definite thing in the hand, filling it, and suggesting many uses. The children by no means see the cube as made up of a combination of parts, lines, angles, etc., but as a concrete object. To them the charmed box is full to the brim of *whole things*, which will bear analysis because they are wholes.

There is frequent questioning among Kindergartners as to how this wholeness should be presented, for they accept Froebel's rule to present all things to the child in completeness. The philosophic truth embodied in the Second Gift, according to Froebel's own exposition, is this: that unity of purpose, unity of thought and meaning exists in individualized variety; that there is a common thread of purpose and use running through all things and binding together every specific part or piece into a whole; that there are no fragments in God's plan, there are not many parts welded together in one Titan whole,

but each individual thing, however unlike its next neighbor, is a unit, telling of universal law and order, in its own way. The students of Froebel become familiar with this interpretation of nature and life, since he has repeated it in a thousand ways. The great mission of education is to bring together, to overcome isolations, parts and pieces, and establish a connecting undercurrent.

Merely presenting the three forms of the Second Gift together does not tell this beautiful story of unity. The Kindergarten must carry its message in her thought and prove it to the child, as Froebel has to her, in an infinite variety of ways. Having the teaching of this truth as her aim, she can turn the Second Gift into a most useful servant, and make every edge, angle, face and corner testify to the same truth. A Kindergarten said not long ago to a training class: "I used solemnly and religiously to give the Second Gift as a 'whole,'—presenting the three forms at each lesson together, before separating them; but I was fulfilling only the letter of the law. I have since learned Froebel's secret, and I now teach unity through the Gift and not as the Gift."

A child who has been taught the facts of the Gift, after the fashion of object-lesson teaching, for the sake of developing his observing powers, even if he know all the qualities of the wooden sphere, though he may describe the edges and faces of the cylinder, and accurately locate the right angles of the cube with eyes shut, and if he has caught no glimpse of the unity chain, he has not been given Froebel's gift within the Gift.

A. H.

QUESTIONS.

The following are among the questions asked of us during the past month. We answer them here for the benefit of all, and trust that any one having better information on any of these points will generously give the same.

Q.—I have heard that there is a model musical Kindergarten somewhere. Can you tell about it and the methods pursued.

A.—We know of no Kindergarten making a special feature of music. There are many Kindergartens making efforts in this direction.

Q.—Will you kindly tell me what book of songs will be the most helpful in connection with the Sunday lessons in the KINDERGARTEN MAGAZINE? I have the MAGAZINES for last year and we are using the lessons in our primary class. "Eleanor Smith's" book is mentioned for one.

A.—This question is more frequently asked than any other. There is no song-book specially arranged for primary Sunday-school work from the Kindergarten standpoint. The Wm. L. Tomlins' "Songs for Children" is recommended by a professional Sunday-school worker as containing the best variety. The five Kindergarten song-books which are best known, contain choice selections which must be used at the teacher's own discretion. These books are noted elsewhere in the advertising columns of this MAGAZINE. Lucy Wheelock, of Boston, has arranged a tiny book of "Child Songs," published by Ward & Drummond, New York.

Q.—What course of reading would you advise me by which I can cover the ground of the Kindergarten theory? I studied the system some years ago but desire now to master it thoroughly.

A.—Read first of all the "Reminiscences of Froebel" by the Baroness von Bulow. It will give you a good general scope of the life and ideas and aims of Froebel, and also the condition of the educational problem he had to meet. It will bring you near to him as a fellow-worker and teacher. Read also Pestalozzi's "Gertrude and Leonhard" and some good standard history of education, such as Quick's "Educational Reformers." For lighter reading take some standard German novel, by Marlitt, Auerbach or Heyse, as these will bring you into sympathy with the actualities of Froebel's time and national environment. Read besides these books which are in general line with your special study, some one poem or epic critically, such as "In Memoriam" (Tennyson), "Ode—Intimations of Immortality" (Wordsworth).

EVERY DAY IN THE WEEK.

THURSDAY—VISITING.



Thoughts to be emphasized in visiting:—To give pleasure, to inquire after the family, to be helpful in trouble, to be polite whether guest or host.

Now that our washing, ironing and mending are through for the week, it is quite time we were making a few calls on the children who have been absent from Kindergarten for some time.

Who ever went to any one's house to stay a little while? So many hands! Ada, where did you go and why did you go? We listen while Ada tells how she went to see a new baby with her mamma. Then Anna tells how she went to play school with Frances, and Walton tells what a good time he had at lunch with Gretchen. And when you ring at the door-bell and some one lets you in what do you say? "Good-morning," "How do you do?" "Good afternoon." Hans says his papa says "*Wie gehts*" because he only talks German. When we go visiting we never touch anything on the table or bureau, and never open a box or drawer, for that would be impolite, and we always want to do the best we know how, so these people will want us to come again.

Now I'll play I'm the mamma, and that Ella is my little girl and Victor my boy, and that this is my house—then Nannie and Fritz will come to visit us. Let the children carry out the play of ringing at the bell, greeting at the door, inquiry after the children, and taking leave. They like to play this at home with the dolls, and can be very polite and proper, as little ladies and gentlemen should be.

Maurice's mother was in to-day to tell me how tired he got lying on his back so long, and wished some of us would come over and cheer him up. To-morrow I am going and will take two children with me, and a card for him to sew. What else do you think he would like to have? "An orange," "apple," "grapes." Appoint which children shall

bring these, and let them take them over and stay a short time with Maurice, whose foot was run over two weeks ago—and for whom time passes slowly enough.

At the tables carry out the same thought of helpfulness. Let the little children play with the bright balls, using them for fruits, putting all the red apples together, the yellow apples and so on, till finally a box could be filled to take some good family for Christmas.

Little baskets with handles can be made with the cardboard modeling paper, that will hold a few grapes, nuts, or the little Second Gift beads. Slat baskets made by weaving five mats 5x5, and tying the corners with ribbon or yarn; these with colored cardboard cornucopias, with tissue paper fringe would look pretty on the Christmas-tree.

Let the children suggest what would be nice for Willie, who is out of school, and give them material to carry out their ideas,—as stick and rings for bowl of soup, ring for an apple, lentils for a bunch of grapes.

Do you remember Auntie Hopkins who came to visit us and told us a story? As she has no little boys or girls of her own, let us paint some flowers to take her, then she will know we love her. She may tell us about when she was a little girl, and then we will listen very quietly.

Let the children paint their favorite flower to take to auntie, the teacher drawing it for them.

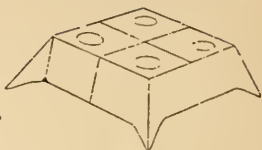


When company calls at our house we always give them the most comfortable chair in which to sit. With the Third, Fourth or Fifth Gifts make chairs, getting the children's ideas of comfort. A support for the back, arms, proper height, a foot-stool could be given them as suggestions.

Sometimes we invite friends to take tea. What shape is your table, Jo? "Round and Mabel's is square, and Vera's



is oblong." Use the Third and Fourth Gifts, sticks and rings for children to represent their own tables. See that they are straight and firm. Ask how many are to sit at each table, and give colored circles for plates, letting children arrange as they wish, on the table. Notice whether they are placed opposite or irregularly and give suggestions as to the best places for the guests.

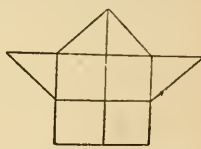
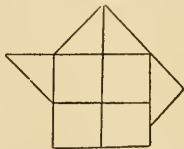


Our folding lessons will be with the table-cloth ground form. First we would make the table-cloth, with circles



pasted for plates; then the cup and saucer from the table-cloth ground form; followed by cutting the ends of the saucer and past-

ing them in different positions to make a tea-pot and sugar-bowl. The entire "tea set" may then be pasted on dark paper. Similar designs could be worked out with the triangular tablets.



The children enjoy writing their names on pasteboard, for a visiting card, and leaving it at another table.

It is more pleasure for the older children to prepare crackers and water for a tea party, and invite the smaller children over to partake of it, than to eat it by themselves.

It is delightful to see how quickly children respond to calls made upon them for sympathy and unselfishness. Before long it is the children who suggest to the teachers "would n't it be nice" to do this or so, for some one, and once started in the right way, as little sunbeams, having learned the pleasure of doing for others, we can but hope they will continue through life thus.—*Mary E. Ely, Armour Kindergarten.*

ANY Kindergartner who has found a special help in bringing her work down to the "wee babies" will confer a favor upon several of our readers by forwarding same to the MAGAZINE for publication. There seems to be a difficulty in adjusting many of the lessons to the smallest children.

A SLEDGE FOR AGOONACK.

Material :—oval shaped papers ($3\frac{1}{4} \times 2\frac{1}{4}$), scissors.



After each child has been supplied with the oval papers, let him place the paper on desk with long diameter of the oval going right and left (fig. 1). Let the front edge of the oval be folded over to meet the

back edge (fig. 2). Leaving the paper in this position on the desk, fold the right side over until it meets the left side of the half oval (fig. 3).

Leave the paper on the desk with the folded side



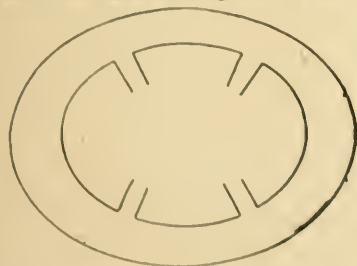
toward the left hand. Now take the scissors and cut where



I place a pencil mark. Cut on the mark and nowhere else (fig. 4). Place the paper on the desk again as in fig. 3, and let me make



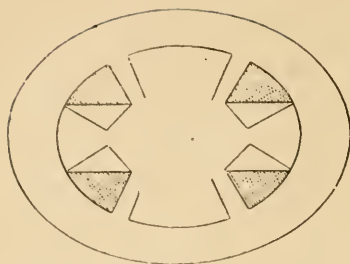
another mark to guide your next cut. (Cut on black line.



Dotted line represents first cut.) Now unfold to fig. 1 and tell me what you see (fig. 6). Yes, a figure within the oval which looks like a cross, the arms of which are rounded at the ends. Fold over the

sharp corners of the right and left arms of the cross (fig. 7).

Fold up the arms of the cross right, left, front, back, to make the box part of the sledge.



Fold down the outside rim left of the oval for the runners and supports for the sledge. Cut off the ends of the runners at one side for the ends of the runners at the back, and the sledge is ready for little Agoonack to take a

ride over the snow. This will be interesting home work for the holidays.—*L. R. G. Burfitt, Danville, Ky.*

DRAWING IN THE KINDERGARTEN.

Emerson says: "The conscious utterance of thought, by speech or action, to any end is art." Is it not true that the more the avenues, the more suggestive and truly one's thoughts may be given to others? In clay the child is able to work out his own idea in the mass, to feel the all-sidedness of the thing he seeks to understand. Nor can this be emphasized too strongly. Through song, he is led to feel the harmony of life in a way which nothing else can accomplish. His body is trained by the skillful teacher, a disciple of the Delsarte gymnastics, to be a true servant instead of a heavy hindrance.

We may add one more means of self-expression to the list, one in which the child takes greatest delight, viz., that of being able to show mamma something in which he is interested and has made with "just a pencil and a piece of paper."

What child from Giotto down has not been reprimanded for defacing margins of books, the wall-paper and wood-work, in his effort to satisfy the longing within him, to create outwardly the pictures which float before his inward vision? It is a wise mother who destroys such idols only by supplying a better one, which in this case, comes in the form of suitable materials to serve this craving.

It is found that a child sees much more of the beauty, and feels more of the soul of a flower, leaf, or bird, after having

tried to reproduce it by drawing. At first the results will probably look like almost anything else than the object he is trying to picture. But this is no reason to be discouraged, or feel that it is still beyond him. Keep at it day after day with the same object in different views. He will not tire of it, but on the contrary it will fill a necessary part in his life.

Why do we not wait until the child is grown to teach him to read and write? There is so much of honest, serious work to be done later in this world; times come when he must give to the age his best original thoughts, that he cannot then be hampered by the mastering of mechanical elements of expression. And so it is with drawing, which should be taught as universally and as early as "the three R's."

Ruskin says: "It is one of the things which can never be done as well if withheld until the child is no longer a child, as if he had gone through the drill stage when young and impressionable, until in fact it has become second nature to him."

After some study of the subject it has become a truth with me, that every one by more or less pains may acquire a proficiency in drawing. Only he who has once attained this to a degree can know what a pure enjoyment it is, both as a means to give vent to his own thought, and as a help to others; to say nothing of having learned to see Nature in a more true and beautiful light.

At first the children should be given the swing movement, viz., making large circles on the blackboard; or if this is impracticable, on large sheets of paper. It is best to have them work from the elbow in a movement from left to right and *vice versa*, over and over on the same circle. When they are able to make these, with a free movement, and a fairly true circle, give them the different positions of the oval. Always place an individual object before each child.

When after many days of earnest striving and much perseverance he is at last able to do what at one time he was unable to do, he will have gained a mastery over himself as well as his muscles and nerves to an extent which will influence his whole character throughout life.

Following out the other geometrical forms, present the

cube last. Let this also be made with bold strokes on a large surface. First a front view (square), then the first lessons in perspective may be given, and test the readiness with which the child is able to follow out the directions,—“draw on the paper just what you see and not what you know is there somewhere.”

I heard an artist say the other day, “If people could only *see* they could *draw*; the trouble is their observing faculties are deficient.”

In connection with the school program of the month or week, other objects may be taken up with this same thought in view of strengthening the power of seeing.

In order to inspire the child to his best efforts, the teacher must love drawing and must further have had special preparation in it. Would that drawing were a part of the curriculum of every training school, both for Kindergarten and primary teachers. A teacher is not complete without such training.

The first thing in drawing or painting for child or adult, is to see the main characteristic of the subject, and then strive with all skill, to so represent it as to make this characteristic dominant in the sketch. By all means keep the connection and relation of the different parts of each study that the spirit of it will be felt and that it will tell its own story. The best way to decide what this leading, vital characteristic is, is to go to our truest teacher—Nature.

Taine says, “The relationship existing between art and science, is as honorable for the one as for the other; it is the glory of the latter to give to beauty its principal adjuncts; it is the glory of the former to base its noblest structures on truth.”

The characteristics in plants and animals which are more important than others are the *least variable ones*. For instance, in a plant, the shape and size are less important than structure.

In a living being there are two parts; the elements and their combinations. The elements are primary, while the combination is secondary. We may alter the latter without

deranging the former. In drawing the aim should be to picture these fundamental qualities, or the spirit of the thing without enlarging upon the details.—*Laura McLane.*

KING WINTER.

One morning in December Mother Nature said to herself, "It's time King Winter was here. It is so warm that I really can't keep my children sleeping. Grass and Clover are beginning to look green again; and this morning I found Dandelion with the bed-covers half off, looking as if he really meant to get up. He did n't go to sleep till late in November;—I could n't get him to bed till then—said he was n't a bit sleepy. But Jack Frost finally came along and pinched him a little just to show him what King Winter would do to plant-people who are out of bed too late, and he popped his head under the covers as fast as he could go, and I was glad to tuck him in and hear his sleepy 'Good-night, mother.' But if this warm weather stays I would n't be surprised to see this yellow head any minute. It would n't be strange if Snowdrop and Crocus and Pansy got up, too, thinking it is Spring. They'd be as cross as could be, because they have n't had *half* a nap yet, and then would n't I have a time? I'll go up to North Pole City this afternoon and see what is the matter with Winter. Let me see, 100 North Zero Street is his address, I think." So Mother Nature took the first train on the North and South Pole Air Line Railroad, and called at King Winter's palace. She found the old King good-natured and happy as usual, and he laughed when she told him why she had come, and in his hoarse, blustering voice told her that he had been having rheumatism in his right foot, but was all right now, and would be along in a few days. So she asked him to be sure and get the Snow King to come with him, because her children often wanted a drink of cool water in the night, and she thought that was one thing that made them so restless and kick the covers off,—they were thirsty, as well as too warm. "My winter-wheat looks pale all for want of a good drink of snow

water," said she. Then she said good-by to Winter and went away.

King Winter called Fleet-wind, the black pony, and sent him to Jack Frost. Jack Frost knew what that meant and put on his white suit, pointed hat and tall boots, climbed up on Fleet-wind's back and away they flew. He made motions to the few leaves that were still on the trees to come down and help cover the grass-roots and flower seeds, and down they came. He rode along the river bank and called to the fishes to go down to the bottom where it is warmer, and to tell the turtles and water beetle and everything to get into the soft mud, for Winter was coming. He looked closely along the ground, and when he saw any of Mother Nature's plant-children trying to get out of bed, he touched them with his cold finger, and back they popped under the covers. He sent the robins to the barns and the bluejays to the thickest pine woods they could find. He told the squirrels and beavers ; called to the ants and the bees, but they were sound asleep and did not hear him. He looked at all the ponds as he passed, and on one he saw a duck swimming around all by himself, and he beckoned with his hand for the duck to follow him. The duck was very lonely, and slowly flapping his wings, rose in the air and followed Fleet-wind and Jack. They took him to a farm yard where he saw other ducks, and where there was plenty of corn and a warm place to rest, and he was very glad to find some one to talk to in his own language.

Then Jack drew a picture on the farmer's window,— a picture of a snow-covered field, a frozen pond and snow-trimmed trees. "That," said Jack, "will let my friend the farmer know what is coming ; and if he has any pumpkins or potatoes or turnips out in the field, he will bring them in." "Now I'll make a slide for the children." So he walked with his white boots all over the long board walk that led to the chicken yard. The first thing the children saw in the morning was the picture on the window, and the second thing was the slide, and the third thing was the new duck. They called their father to see that now they had four ducks instead

of three. The father told them that it was a wild duck that had in some way been left behind when the rest went south, and that they must feed it and let it live with the others till Spring came. He said that the cold night had made the duck come to the farm; but the children always said they believed that Jack Frost brought it at the same time he drew the picture and made the slide.

The sun melted the frost slide, but next morning when the children looked out they found a better one. Winter and the Snow King had passed that way and left whole feather-beds of snow on the ground.

The children were pleased because they could take their sleds out and make snowballs and snow men and snow forts; the farmer was pleased because the snow was good for the winter wheat and the pastures; Mother Nature was glad because now her children were covered up warm in bed, and in no danger of waking up till she called them in the Spring.—*Jean MacArthur, Denver, Colo.*

A KINDERGARTEN'S THANKSGIVING.

For some time our little people had been busy preparing for Thanksgiving Day, in the best possible way,—thinking how best to help others, making gifts, and interesting their mothers at home in their wish to give to the needy. Our Kindergarten is a free one; many of our children require help themselves, therefore it is all the more necessary to inculcate lessons of helpfulness, charity and self-denial. The older children had made a scrap-book, and ornamented and filled with candy, forty boxes (a *Sloyd* model used). "And what fun and pleasure filling the boxes proved!" These "big" children learned the story of the First Thanksgiving Day, and the sand-tables represented for them the "rock-bound coast" with woods beyond, while on the (sandy) billows, one of their "Mayflowers" was sailing towards the land.

For some time the morning talks had been about "Seeds," and how mother-plants cared for their children, the maple's winged seed; the dandelion's parasol; the locust, pea and

bean children's cradles ; the apple, and orange seed's warm blankets and thin quilts ; and from seeded vegetables, the talk had brought in wheat and corn, of which we had whole plants ; and then we showed vegetables not useful to the plant's seed. Our circle story had been the charming and exceedingly suggestive one, concerning the two squirrels, " Frisky and Frolic." Then there was a new game to learn. Lastly, on Tuesday each tiny dress or jacket had pinned to it this note, " Please give to your child something to bring to-morrow ; one apple or a vegetable will be enough." What a response we had ! Two long tables had been placed within the circle, one had a snowy cloth upon it and it was set with circular paper plates, each holding some fruit or vegetable—of clay, the children's own work. Soon this table was loaded with the boxes of candy, and plates of crackers, cakes etc. The other table was full, too, in the middle an overflowing basket of apples, and heaps of different fruits, vegetables, groceries etc., made it very pleasant to the eyes.

Such happy little folks were around us that Wednesday morning. After a frolic, they stood while the piano subdued their gay mood, and then a prayer and a hymn to " Our Father in heaven " opened the days exercises. Then a Thanksgiving hymn " Can a little child like me ? " was sung, and they were questioned about the meaning of Thanksgiving Day, and they told why they had brought so many things. Then our new squirrel game was played ! The two squirrel families moved away, and soon there were woods, with trees in them, and the musical wind shook down ever so many nuts. But just here I must tell one thing. Only the Frisky squirrels were to gather the nuts, and afterwards give them to the Frolics. But as the wind moved the branches, I went around, and real chestnuts dropped under the trees, and before I knew it, not only were the Frisky's gathering nuts, but the Frolics were too, and actually some of the trees bent over, and picked up their own nuts ! But then the game had never been played with real nuts before. The game over, we went to the circle, and the pumpkin pie was brought in. Now, in the South, pumpkin is not a noted dish, and it is not con-

nected with Thanksgiving Day as are turkey and cranberry sauce. But this pumpkin upon opening, proved to have such curious seeds—sleds, bells, buckets, pots, parasols, white mice, frogs and little dollies—each with a child's name pinned to it. The presents were given, a good-bye sung, and the children were dismissed.

Out of the children's offerings, seven baskets of provisions were taken to the poorest homes, and the scrap-book and boxes of candy sent to the Child's Hospital. A nice letter of thanks came from there to the children. Surely, their little hearts have felt the "joy of giving," and if a seed of charity was sown to bring forth fruit in after life, how greatly should we rejoice.—*A Baltimore Kindergarten.*

WINTER SONG AND GAME.

A pretty brook was running at play
With little Jack Frost on a cold winter's day,
It stopped to rest at the foot of a hill,
Making a pond, all quiet and still.
"Ah! ha!" said Jack Frost,
"Now is n't this nice."
And quickly he turned the still water to ice.

A number of children take each other's hands and run around the room followed by a child who personates Jack Frost. The string of children finally stop in the form of a circle,—making the quiet pond. Jack Frost catches up, and breathes on them, turning the water to ice,—on which other children take turns in sliding.—*J. MacA.*

A GAME OF THE SNOW-BIRDS.

Have all the children in a circle. Choose the leader to place the balls in the hand of every third child, then have one or two of the older children represent a tall pine tree with its branches waving as in a storm. All those not given a ball are to represent windows; alternate holding their hands together to make the window and with the free hand feed the birds.

The children are to hop and fly with the ball and when the words, "Tapping, tapping on the window-pane" comes, they

are to tap on the window-pane with their balls, then fly off to the tallest tree for shelter.

The wind is blowing amid the trees,
The snow-birds are flying through the breeze,
Tapping, tapping on the window-pane,
"Peep, peep," I want some grain.

I open up my window high,
And each little bird may pick and fly,
They fly and they fly to the tallest tree,
Where the branches shelter them lovingly.

A PORTFOLIO of autumn leaves have been forwarded us from a St. Louis school which shows a happy thought on the part of the Kindergartner and free and natural work on the part of the children. An autumn party was the occasion, and each of the children was given a bright leaf to talk about and examine, and finally to reproduce in sewing. The outlines furnished in the regular supply cards were used. With the bright leaves before them the children selected their own colors of zephyr to match the leaves, and the result was a gay collection, but shaded and combined with taste. One maple leaf is sewed entirely in red, with the exception of the tips, which are yellow; another is shaded reds, still another greens tinged with red.

MOTHERS' DEPARTMENT.

CHRISTMAS AFTER-THOUGHTS.

In thinking about our Christmas celebration with the little ones, what we did do, and what we did not do, we are very prone to look ahead to the coming year and plan to profit by the experience just passed by. This little sketch, though too late to be of use now, may be helpful and suggestive for another Christmas season.

Surely the keeping of this most blessed of all holy days is worthy of earnest, thoughtful, preparation on the part of parents and teachers !

Our Christmas-day last year was so quiet and holy, yet withal so joyous, that it left with us a benediction of peace and love beyond expression, and we felt that we had indeed been in the presence of the Christ.

For some time before Christmas I had talked to our little two-years-old boy about the holiday which was coming, had told him very simple stories about sheep and shepherds, and the little fellow had done, himself, some simple pasting to "give to papa and sister."

He had never seen a Christmas-tree, and when on Christmas morning, immediately after breakfast, he was ushered in to the presence of the "Wonderful tree," with its ornaments, lighted candles, and surrounding bundles, his surprise and joy were unbounded. He gave a little exclamation of delight and then stood motionless, looking at the splendor before him. Very little was *said*, and after we had all looked to our hearts' content, I went to the piano and we began to sing. Very quietly and softly we sang our Christmas and Sunday-school hymns and many of the Kindergarten songs. Fully half an hour was thus devoted to music, during which little Ned, with

beaming face, was seated on his papa's lap, while the six-months-old baby occupied the big arm-chair, watching and listening with wide open eyes.

When the candles were nearly burned out we turned our attention to the goodly array of bundles, and such a merry time as we had opening them !

Towards evening, after a day of genuine happiness, the little fellow was delighted at the prospect of a "story," and in a very simple way I told the story of the first Christmas, long, long ago. The little figure before me was full of interest, and I never shall forget the look of rapt admiration that came into his little face when I showed him Mueller's picture of the "Nativity"; and when with the picture still before us, we sang, very quietly,

"Once a little baby lay,
Cradled in the fragrant hay,"

it seemed as if the Babe of Bethlehem were really in our midst. It was indeed a beautiful Christmas—one full of blessing to each and every member of our little family, and as I look back upon it, I am reminded of our Master's teaching, "Except ye be converted, and become as little children, ye shall not enter into the kingdom of Heaven."

If we parents are willing to give up our thought of self and become one with our children, entering into their little lives and joys, will we not always receive a double blessing, and find indeed the kingdom of Heaven?—*A Mother.*

HOME DRAMATICS.

There is scarcely a child who has not and does not attempt all manner of dramatic performances, from the simple play of riding a rocking-horse, on into marshaling whole armies of gallant knights to imaginary frays. Parents who are alive to the educational influences of such play will encourage it even among the older children and assist them in carrying out their hay-loft or garret performances.

A teacher gives the following description of how her chil-

dren dramatized "Columbus and his Crew." Similar helpful and happy plays may be encouraged in any home. She writes :

"We were unable to find any exercises for Columbus Day juvenile enough, so were thrown upon our own resources. From a dry-goods box we constructed a boat, which, when painted and having addition of sails, reached perfection in the eyes of the little folk. Columbus and his crew were personated, Columbus standing in the prow of the boat, spy-glass in hand, watching the land, and Indians running about upon the shore. In one corner of the room, we had a little glimpse of shore, sand, rocks, grass, etc., large limbs of trees to represent the forest. Under the trees was a wigwam while running upon the shore and sitting under the trees were Indians. As our school is very large all the children could not personate Indians or Columbus' crew, so the others were asleep at the tables. A 'little sunbeam' awoke them when Columbus' ship was nearly to land. They then were little birds that flew around the ship to welcome Columbus. The story was thus acted out as we had talked about it, lasting nearly two hours."

OUR ART SCRAP-BOOK.

The story of how we made our scrap-book may seem a little crude, but however that may be, the children have been very much interested in it. It was our Sunday afternoon work. I bought a book at the art store, made for mounting foreign photographs. I had previously read carefully the life of Christ from the Four Gospels. From this study, I noted the most important epochs in his life, from the time of Annunciation of the Virgin to the Resurrection and Ascension.

I then took my list to the young lady at the store and together we selected photographs from pictures of the old masters, and some few modern ones scattered through them, touching on the principal points in the history of our Saviour.

My first afternoon I devoted to Guido Reni's Annunciation Angel. After showing the picture to the children, I told them of God's messenger, who brought the tidings to the

pure, good, young woman that she was to be the mother of the little infant Jesus, who was to bring great love and joy to all the world. The children were anxious to know something of the artist. I gave them a little account of his life, touching on his reverence. Then we pasted the picture on the first page of the book. Above it I wrote the name of the picture and of the artist. Below it I wrote the words of the Angel, "Hail thou, that art highly favored among women, the Lord is with thee." On the opposite page I wrote two verses of of the old Christmas hymn :

"Hail Thou, long expected Jesus,
Born to set Thy people free.
From our sins and fears release us
Let us find our rest in Thee."

Then we closed the book for the day. One thought had been added to their little storehouse and a happy and profitable hour secured to children and parents. Each Sunday introduces a new picture, a new thought and a further event in Christ's life.

Following the first picture came Murillo's exquisite Immaculate Conception, Albertinelli's Salutation, Plockhorst's Apparition to the Shepherds, Portael's Magi, or Star in the East, Correggio's Holy Night, with the face of the Virgin ecstatic in its joy. The Flight into Egypt comes next, by Bouguereau ; The Repose in Egypt, a picture full of rest and peace, and here we come to the wonderful story of the Sphinx. Murillo's Divine Herder, and Christ and St. John with the Shell may be added. St. John and the Lamb is another of Murillo's—full of strength ; then the beautiful St. Anthony with the Infant Jesus, can be added. Jesus as a boy, six years old, pointing to the fourth commandment, is a thoughtful and pure type of childhood. Hoffman's wonderful picture of Christ in the Temple comes next. Jesus stands there in the midst of the Doctors and Elders, a youth in years, a face divine in its beauty and purpose. After all these will come pictures illustrating the epochs in his life history, when matured to manhood : —

His healing and raising of the dead, his love for the low-

liest penitent, The Lord's Supper, Christ Before Pilot, The Crucifixion, Resurrection and Ascension, are the closing scenes, wonderfully portrayed by the old masters.

Such is the plan of our home art scrap-book, and if it can be of any service to others, we shall be only too happy to have described it.—*Ellen C. Watson.*

PLAYTHINGS AND PLAYMATES.

If all the toys that are worthless and harmful in their influence upon the children into whose hands they fall, could have been piled up and burned on Christmas Eve of 1892, the flames would have lit up the heavens in magnificent splendor. I have seen boys to whom the gift of a doll would have been more ennobling and beneficial than the same gift would be to thousands of girls; and yet, who ever thinks of giving a boy a Christmas present of a doll?

I know of a boy who had an expensive little riding wagon and a pair of goats that he could drive out with at his pleasure, yet only three times has he voluntarily made the exertion. He prefers to spend his time in the attic of a playmate who is an embryo inventor.

Another boy not far away has every possible mechanical appliance for his instruction and entertainment, which are in turn neglectfully cast aside, while their owner yearns wistfully for the unused turnout of the little goats and the wagon. A wealthy gentleman is thoroughly averse to purchasing inexpensive and trifling toys for his three little girls. He is an ardent admirer of Goethe and much interested in the manner in which a little toy-theater had impressed and improved his favorite author in his childhood, so for a Christmas present the little daughters received an elegant theater with three sets of shifting scenes and with figures in costume. There was the villain, the comedians, the father and mother, servants, the hero and the heroine, each in the proper costume. One of the little daughters had yearned for a yard of calico and some pieces of old kid gloves with which to make clothes and shoes for her doll; another has longed for a rock-

ing-horse like her boy cousin's; the third has always wanted a little pet dog. But, no, "the dog could not be endured under any circumstances, the rocking-horse was 'boyish,' and the calico and pieces of kid leather did not represent enough to show friends as Christmas gifts." Christmas Eve came and with it the fifty-dollar theater. The little girls tried with all their hearts to play with and enjoy their joint Christmas gift, trying hard to hide their disappointment. Their parents have no talent whatever in the theatrical line and the little girls therefore have inherited none, consequently the expensive toy holds now a conspicuous place in the garret of that home.

Parents often give children expensive toys and then punish them for breaking the same. The mother of little five-year-old Marie Louise gives her a fine Paris doll, with complete outfit. Poor little Marie! This fine doll won't requite your love as much as would a clothes-pin dressed up in a piece of cloth, for the sermons that mamma and nurse will give you on the care of fine toys will make her appear less attractive in your eyes; your little playmates won't love you so much, for they will envy you. Your life is a trial during the holidays. Poor Mademoiselle Blanche, the doll! Soon you will go off into a little corner by yourself and poke out her eyes, and you will take mother's sharp scissors and cut off Blanche's golden-hair. Tommy, of next door, will suggest that you make an acrobat of Mademoiselle Blanche and tells you that clothes are wholly unnecessary. Then you will put on your heads some of these gay silk dresses and dance a war dance in the back yard. The declaration of independence has been signed. When Marie Louise next sees her mother there is a climax.

We claim to please the children, but in truth think more of pleasing ourselves. We systematically train our children to false notions of pleasure. Our homes are not planned for comfort, they are too luxuriant; the dressing of the beds, rich carpets, heavy draperies, our very food has become so complex, that the machinery called home takes every atom of our time and our strength. If we delay a minute for a

pleasant visit with a friend all the housework falls behind. We can count the mothers in the land who have time to play with their children. They are few in number. We find still fewer that feel they have the leisure to take full charge of their little ones.

Simplicity ! simplicity !! is our watchword. Let the homes be arranged so simply that children under twelve years of age might do every detail of the work connected with it. As it is, children hinder us, while their strength and experience are still insufficient, and when we deem them mature, it is too late, for in the meantime their sympathies have been turned into another channel.

Little three-years-old Rose wants to help her mother sweep. The mother is in haste, the brooms are too heavy ; she tells the child to be good and sit down and play with her doll and not trouble mamma. Rose would like to help cook, but Bridget does not care for children, besides Rose's dainty gowns might be stained. To pacify the clamorous little work-woman a pretty kitchen outfit is promised her for Christmas. The outfit comes and costs several dollars, but does it please Rose as much as a cheap little stew-pan would, given with the permission to use it on the "really, truly big stove" ? The natural desire of the child is, to be where his elders are, where real things are done. Children imitate their parents as all know who have watched them at play.

Little three-years-old Bernice is sitting by the side of her mother, who is reading. The child has her picture-book "to read like mamma," but she is too active to sit still long and soon three small chairs are piled up in imitation of the cook-stove. Two sticks of wood are placed under the second chair "for a fire," and her three-quart pail in which she is allowed to carry water, and in which she now cooks the imaginary water, is placed on the third chair. After all these arrangements are completed she takes up her picture-book and reads from it as if it were a cook-book, "Take three cups of beans for five people, three cups of water, two spoons of salt, and when it boils put on some more water, and when it boils

hard three times and looks soft, it will taste good to five people."

Parents, take your children into your confidence and they will make you their companions for life. Let them share your labors as well as your pleasures.

In choosing toys select those that are amusing to you as well as to them. Plan some leisure time for yourself and play with these toys as if you were a little child yourself. Remember that healthy children are active. Toys that do not foster mental or physical activity must be doomed. As a rule parents may safely follow the natural inclination of their children. With a little observation this may be soon discovered.

One exceptional case comes to our mind. Two little girls, whose parents were authors, early in life developed a passion for books. The occupation of the parents encouraged this passion and when Helen, the elder, was fourteen years old she chose to stay at home and read Motley's Dutch Republic in preference to joining a party of intimate friends who in a private yacht took a sail up the Hudson. Helen died of consumption at twenty-six years of age. Ruth, the second girl, was rescued from a similar fate by a friend of the family, who adopted her. Books were prohibited for three years, in place of which gymnastics, excursions for botanizing and geologizing were substituted.

Fortunately such cases are rare. As a rule the child is a healthy, little animal with natural, sound inclinations. Girls are more easily influenced than boys, therefore require more careful attention—but that is a subject by itself and may be treated in some future number.—*Fannie Schwedler Barnes.*

RHYMES FOR WINTER SAYING.

Old Winter is a sturdy one,
And lasting stuff he's made of:
His flesh is firm as iron-stone,
There's nothing he's afraid of.

His home is by the North Pole's strand
Where earth and sea are frozen ;
His summer home we understand,
In Switzerland he's chosen.

—*From the German.*

Little by little the time goes by,
Short if you sing it, long if you sigh ;
Little by little the sky grows clear ;
Little by little the sun comes near ;
Little by little the good in men
Blossoms to beauty for human ken.

It snows ! it snows ! and the children run
To the open door to see the fun ;
Out of the soft, gray cloudy sky
The feathery flakes go sailing by.
The boys cry : " See, the ground is white ;
We'll have out our sleds this very night."

One step and then another,
And the longest walk is ended ;
One stitch, and then another,
And the largest rent is mended ;
One brick upon another,
And the highest wall is made ;
One flake upon another
And the deepest snow is laid.

CHILDREN'S PRAYER.

Father, we thank Thee for the night,
Keep us safe till morning light ;
As the shepherd in his fold
Keeps his sheep from harm and cold,
Bless all friends to us so dear,
Father, mother, and all here,
And may Thy little children be
Ever very near to Thee.

FIELD NOTES.

MRS. W. N. HAILMANN, of La Porte, Ind., Miss Stewart, of Philadelphia, and Miss Pingree, of Boston, were in Chicago the last week of December to attend the regular meeting of the Kindergarten Committee of the Congress Auxiliary of the Columbian Exposition. These ladies, as members of the advisory council, brought many valuable suggestions and discussions of the work before the Congress. We will next month give a full account of the work so far done in the various departments of the organization.

LAKE FOREST, ILL., has the privilege of a model school of the so-called "new order." The Alcott School is the property of a committee of ladies organized for the purpose of providing educational advantages for their younger children; the latter vary from the ages of three years to thirteen, and number about forty in all. The teachers in charge are disciples of modern methods and the results of these as here applied are certainly most happy. The little ones have their own Kindergarten and grade up for two years' work in this line, to pass into first and second primary, in the same line of work, and from there into an intermediate department which meets the same requirements of study and standing as any public or graded school. At a recent visit to this unique school we found the primary children mingling with the babies in their simple morning exercises. There was a happy fellowship among teachers and pupils, and good order existed at the same time with an easy homelike freedom. The happy zeal with which the children, applied themselves to their books and work was most refreshing. There was a dado along the blackboard of the pictures accumulated by the children telling the story of Columbus' life. Many of these were original drawings, showing the greatest of freedom and effort. The sunny bright rooms, both above and below, tinted walls and busy, happy occupants, presented a picture not soon to be forgotten. One of the teachers remarked at the close of the morning's work: "We enjoy it so much ourselves. I look forward to every morning with the greatest of pleasure." More and more such demonstrations of happy, hearty, wholesome school life are in store for the children of the coming generation.

THE experiment is being tested in three of the public schools at Worcester, Mass., to combine Kindergarten and primary work. In each school the regular primary teacher and a trained Kindergarten work together, and excellent results are promising. As a rule the com-

bining of these methods under existing conditions would prove fatal to the growth of the children. One of these teachers writes: "I am sorry to see in educational magazines so much effort to apply Kindergarten methods in the primary room, for there is much danger of their being misapplied. Not but that I think that the Kindergarten principles are at the bottom of all right education. But educators should consider well before they propagate the doctrine which leads primary teachers to think that by using a few devices for number and reading, and a few poorly chosen Kindergarten games are adequate to Kindergarten training."

A CALL is made for assistance to be given to the Pundita Ramabai in the Kindergarten department of the Sharada Sadan, which, through a private effort, has met with a good degree of success during the past three years. Assistance through donations of any sums—annual subscriptions, or from "Ten Times One" societies, are solicited, and information will be given by Mrs. G. N. Dana, 318 Beacon St., Boston, Mass.

MISS ANGELINA BROOKS, of New York City, spoke on the 3d of December before the Conference of Educational Workers, at Columbia College. The subject was, "The results of Kindergarten Training on the Development of the Child's Moral Nature." Miss Laura Fisher, now of the Boston Normal School, spoke at the same gathering, and Mr. Sanger, member of the New York City Board of Education, spoke most heartily in favor of putting Kindergarten into the public schools. Among others who spoke enthusiastically were E. H. Cook, of Flushing, Chas. Gorton, of Yonkers, and Professor Barringer of Newark, N. J.

THE Kindergarten Alumnae Association of the Philadelphia Training School for Kindergartners, of which Mrs. M. L. Van Kirk, of 1333 Pine St., is principal, held its annual meeting at the Young Men's Christian Association rooms, Broad and Federal Sts., on November 19, at three o'clock p. m. A pleasant feature of the occasion was the reading of an able paper by Miss Emilie Poulsson of Boston, Mass., on "Morning Talks in the Kindergarten." The gist of the lecture was perhaps contained in her concluding sentence, "Let our intent, therefore, be to seek the moral germ which is in all things, and ever hold the underlying purpose of the Morning Talk to be the awakening of the child's higher nature, the deepening of the spiritual life."

THE November meeting of the Philadelphia Society of Froebel Kindergartners, had the privilege of an address from an honorary member, Miss Angeline Brooks, of New York University, upon "An Application of the Law of Unity to Sex; or, The Foundation of the Home."

It was a spiritual interpretation of the culminating *unity* from the numberless *dualities* of the universe, breathing the spirit: "The pure in heart shall see God in all that He has made."—*M. Gay, Secretary.*

THE Kindergartners of Detroit, Mich., are working with renewed energy under the direction of Mrs. L. W. Treat. A morning class of nearly seventy members is in organized work, also a special class for the study of Froebel's Mother Play Book. We reprint the following from the *Detroit Evening News* of December 2nd: "There is a growing interest here in the 'Froebel thought' as explained by Mrs. Lucretia Willard Treat, of the Grand Rapids Kindergarten Association. Mrs. Treat comes here each alternate Saturday, and on December 3, will continue work at the high school at 9:30 a. m. The study and explanation of Froebel's 'Mutter und Kose Lieder' will be given at the Detroit home and day school, corner of Cass avenue and Stimpson place at 2:30 p. m. This is a most helpful and inspiring study for all interested in the development of their children. A general invitation is extended to join the class. The opening of a Froebel Kindergarten at the corner of Prentis and Fourth avenues, is an advent for which the people in that part of the city are glad. The Kindergarten is under the direction of Miss Clara L. Doane, an able and experienced Kindergartner, graduate of the Chicago Froebel Kindergarten training school, assisted by Miss Martha A. Tenny, pupil of Prof. Calvin B. Cady, of the Chicago Conservatory. Miss Tenny is already well known for her artistic work in music and Delsarte. Her work with the little folk is to develop musical thought, which will lead to true expression in subsequent piano work."

THE state of Colorado is agitated to the extent of legislating on the question of Kindergarten for the public schools, the present winter. The women of Denver are enterprising and pushing and there is no reason why they should not carry the day in their earnest endeavor.

SOUTH OIL CITY, Pa., is awaking to the needs of more Kindergarten information as well as enthusiasm.

THREE hundred children selected from the large classes of Wm. L. Tomlins, gave a Christmas Carol Concert December 27th, in Central Music Hall, Chicago. Their sweet rendering of the old-time carols was one of the most pleasant occasions of the holiday time.

MISS EVA B. WHITMORE writes from Gottingen, Germany, of a delightful trip down the Rhine, to the Hartz Mountains, and a call at Eisenach on Miss Hierwart, of Kindergarten fame.

A BALTIMORE Kindergartner writes the following account of the Kindergarten Association of that city: The Kindergarten movement is making progress in Baltimore, although in a slower way than in many

places. The Baltimore Kindergarten Association was organized on December 10, 1888, having then seven members; now it has fifty-two members on its roll-book. For some years now, our Association has enabled us to have courses of lectures each winter, at little or no expense. Year before last it was a course in Sløjf Modeling (in paste-board), given by Miss Crandall. Last winter and spring we were fortunate in having a course of lectures on Psychology, given by Dr. Griffin, Dean of the Faculty of the Johns Hopkins University. Out of his interest in all educational movements, and especially in ours, he offered to give us the lectures, with the proviso that we might expect absences if other engagements conflicted. But not once was Dr. Griffin absent. This year a class in Physical Culture is being formed.

The membership of our association includes almost all Kindergartners in the city. As far as could possibly be ascertained, we have thirteen Free Kindergartens, supported by churches, or charitable individuals, and sixteen private Kindergartens. There are 593 children in free Kindergartens and 164 in private Kindergartens. This letter would be incomplete did I omit mention of the two training classes, whose trainers are backed by our association, with hearty commendation. Originally two private enterprises, these two ladies year by year have so interchanged their work, that it is virtually one class now, the fourteen students profiting by the best points in each trainer.

THE educational exhibit at the World's Fair is to have the space it requires. A new building costing \$120,000 has been ordered for the ethnological exhibit, which accordingly is thereby removed from the Manufactures and Liberal Arts building, thus allowing more space for the educational exhibit.

THE editors of the KINDERGARTEN MAGAZINE have been favored with a Christmas gift of the new Froebel bust, for which they thank Mr. Thos. Charles. The bust stands fourteen inches high and was modeled by Sydney H. Morse, the sculptor who modeled the familiar Emerson head. All the pictures and possible helps have been gathered together in order to bring the outline and contour of the great educator's face as nearly correct as possible. The lower part of the face is particularly pleasing, and suggests what might have been the gentle character of Froebel.

PARTIES wishing to send in exhibits of school work must apply to Dr. Peabody, who is chairman of the Liberal Arts committee and will arrange for space and place of exhibit.

MISS ANDREA HOFER, of the KINDERGARTEN MAGAZINE, spent a week at Grand Rapids, and reports the most flourishing and broadening work going on under the Kindergarten Association of that city.

THE Froebel Kindergarten Society, of Toledo, O., have issued cards which cordially invite their friends to meet them the first Friday of every month, from two to four o'clock in the afternoon, for the study and discussion of Froebel's method as applied to the child in the home, the Kindergarten, and the public school. The following list of subjects have been selected for discussion: Friedrich Froebel and His Work, The Child a Bundle of Possibilities, The Discipline of the Will, The Value of the Imagination, Froebel's Law of Unity or the Law of Reciprocity. The first meeting takes place January 6th, 1893.

MRS. O. E. WESTON, of Chicago, will spend the month of February in Jacksonville, Florida, in furthering the work there.

MANY Kindergartners from outside points have been spending the holidays in Chicago, looking into the various phases of the work being done here, and attending the Literary School, to hear what the wise men of to-day have to say for Shakespeare.

THE Galveston Free Kindergarten Association has been organized and the following officers elected: Mrs. Julia Runge, president; Mrs. Aaron Blum, vice-president; Miss Wilkins, treasurer; Miss Ballinger, recording secretary; Mrs. Rembert, corresponding secretary. This free Kindergarten will be opened early in January at the West End and all arrangements to that end are now being perfected. Texas does nothing in a small way. This Kindergarten, equipped with teachers and material for fifty children, begins with a fund to maintain it for one year. Galveston, though not a large city, has a free school system equal to any in the United States, and a school superintendent, Dr. O. H. Cooper, who stands upon the mountain-top. In a public address recently delivered in favor of free Kindergartens, he said: "I advocate a complete system of education for Galveston, beginning with the Kindergarten, and ending with the University.—R. C. R.

WE are in receipt of the Christmas Festival card of The Silver Street Kindergarten, San Francisco, with the compliments of Miss Nora Smith. The following program was announced and carried out, December 17, 1892, 10 o'clock in the morning:

Christmas March.

[Entrance of the children of the three Kindergartens.]

Christmas Carol.

Welcome.

A Day in a Child's Life.

I.—WAKING.

This is how, all thro' the Night.

Wake up, the Sun is shining.

II.—MORNING PRAYERS.

Father, we thank Thee.
God sees.
Oh! little hands be good to-day.

III.—MORNING GREETINGS.

Lips say "Good-morning."
Thumbs and fingers say "Good-morning."
The Family.
The Merry Men.

IV.—PLAYTIME.

The Tinkers.
The Dollies.
Cuddle Down, Dolly.

V.—EVENING SONGS.

The New Moon.
The Moon and Stars.
Where do all the Babies go?

VI.—GOING TO SLEEP.

VII.—LULLABY, BY THE KINDERGARTNERS.

WE take the following paragraph from the petition put forth by the citizens of the District of Columbia to the fifty-first Congress of the United States. The document sets forth good reasons for establishing Free Kindergartens and the following is one of the arguments: "Even the most conscientious mother does not know how to satisfy the active child's cry—'What can I do?'—unless she has studied the Kindergarten philosophy, and the younger children do not claim her attention. In the Kindergarten, this God-given desire for occupation and love of industry is gratified and encouraged."

MR. JOSEPH L. SILSBEE, of Edgewater, Ill., presented his lady with a supply of fine stationery with a heading of a fine engraving of the seven children of the family. The home is called *Kinderheim*, both of which facts will be highly appreciated by Kindergartners.

MISS MARY C. McCULLOCH, supervisor of the eighty-six public school Kindergartens of St. Louis, spent the holiday week in Chicago, attending the Shakespeare school and meeting with friends in the profession.

LITERARY NOTES.

THE first edition of *The Kindergarten Directory* is published by Mr. Louis H. Allen, of Buffalo, N. Y. It contains a verified list of the Kindergartners, Training Classes, Kindergarten Associations and Societies, cities maintaining public Kindergartens in the United States and Canada, and a complete list of Kindergarten publications. The publisher has certainly produced a book of the greatest value to the cause at large and individual Kindergartners can keep in line with the work in no more intelligent way than to secure a copy (price \$1.00) and study its contents. The following paragraph from the publisher's introduction is in itself an index to the practical value of the directory: "The growth of the Kindergarten in this country is most encouraging to those who look closely; we have outstripped Europe in numbers, and the future promises a much more rapid spread. Special reports from seventy training classes in our hands indicate that there were one thousand six hundred and twenty-seven pupils studying the Kindergarten system in last year's classes—more than the entire number published in this directory—while the estimates of possible graduates given was one thousand one hundred and twenty-five, so that, including those trained by private Kindergartners, there were at least one thousand Kindergartners, more or less trained, and launched into this work."

How to Teach Paper-Folding and Cutting is the title on a practical manual recently published by March Bros., Lebanon, Ohio. The object of the author is to provide a simple teachers' guide in this the first steps in manual training. The book is fully illustrated and the directions and dictations are clear, covering the successive steps from the simplest paper cutting and fold up to the modeling of solids in cardboard, including fancy border designs and color combinations.

ANOTHER effort to supply teachers with formulated help in the manual occupations, being now so generally adopted, is that of Miss Ellen Hildreth in *Clay Modeling in the School-room*, published by Milton Bradley Company. The outline of work is based on that tested in the St. Louis public schools for many years. It offers a systematic and progressive scheme, combining form study and manual skill in modeling. The author closes her preface with the remark: "Clay work in the school-room must constantly combine beauty and use and never be allowed to drift into aimless play. The chapters of the little

book consider the care and provision of good clay, general directions for modeling, illustrations of forms and objects reproduced as well as many hints on the educational and scientific value of the work."

THE *Literary Northwest*, published by D. D. Merrill & Co., St. Paul, is a thoroughly creditable illustrated monthly whose design is to utilize the literary talent of the great Northwest. The opening article in the December number, by Mrs. Ada Adams, is on "Child Culture at Home." The magazine has an educational flavor worthy the staunch firm whose name it bears. There is room in the West for more strong publishing companies who make unto permanency of literature and cease to harbor only the transients among books.

NEW PERIODICALS ANNOUNCED: *American Young People*, Chicago, an illustrated monthly devoted to American history for boys and girls.

Current History, published at Detroit, Mich., edited by Alfred Johnson,—a quarterly register of current history.

The New Peterson Magazine comes with the January number, in place of the old one. Its aim is to be thoroughly new in every respect.

The whole Family is published by Russell Publishing Co., Boston. It is edited in many Departments, intended to cover the needs of family reading once a month.

The Gertrude Quarterly, devoted to the interests of the home and healthful dress, published in Chicago, has reached its fourth number. It furnishes readable articles about woman's work and gives illustrated helps as to patterns and styles.

Worthington's Illustrated Magazine carries as its sub-title "Literary Treasury." The initial number is dated January, 1893, published by A. D. Worthington & Co., Hartford, Conn.

Childhood is a monthly addressed to parents, is published at 78 Maiden Lane, New York, \$1.00 a year, editors, Dr. Geo. Winterburn & Florence Hull.

"Our Children of the Slums," is a volume of studies of child life in the Kindergartens of St. Louis. The book is written by Annie Brouson King and published by D. D. Merrill & Co., New York.

PUBLISHERS' NOTES.

Take Notice.—For the convenience of those whose subscriptions expire, we inclose a very simple form of Convertible Subscription Blank. It is only necessary to fill the blank lines, inclose remittance, fold, and seal the edges, which are already gummed for that purpose. This constitutes a secure envelope, already addressed, only waiting a two-cent stamp to be ready for mailing.

A New Magazine.—*Child-Garden, of Story, Song and Play*, which appeared last month, supplementing Kindergarten work, in the home and nursery, has been received with open arms. The subscription price is \$1.00 per year in advance. Send in lists of mothers with young children who would be glad to receive this magazine for their little ones.

A year's subscription to either KINDERGARTEN MAGAZINE or *Child-Garden* will be given for acceptable short stories, verses, games and songs. Address KINDERGARTEN MAGAZINE, Woman's Temple, Chicago, Ill.

Foreign Subscriptions.—On all subscriptions outside of the States, British Columbia, Canada and Mexico, add forty cents (40 cents) for postage, save in case of South Africa, outside of the postal union, which amounts to 80 cents extra on the year's numbers.

The pages of the KINDERGARTEN MAGAZINE will no longer be cut by machine since the majority of readers save their files for binding and prefer not to have them trimmed twice. Vol. V. will be more handsomely bound than ever, and no magazines will be exchanged at the end of the year that have been cut by machine. Our readers will please take notice.

Business Correspondence.—Send your subscription (\$1.50) made payable to the KINDERGARTEN MAGAZINE, Woman's Temple, Chicago, Ill., either by money order, express order, postal note or draft. (No foreign stamps received.) Always send your subscriptions direct to us and avoid delay and confusion.

All inquiries concerning training schools, supplies, literature, song books, lectures, trained Kindergartners, etc., will be freely answered by correspondence or by the advertising columns of the KINDERGARTEN MAGAZINE.

All subscriptions are stopped on expiration—the last number being marked, "With this number your subscription expires," and a return subscription blank inclosed.

There is great demand for all back numbers of the KINDERGARTEN MAGAZINE, by many who wish to possess the complete file. This shows a growing appreciation of the practical value of the magazine. There is repeated call for Volume I. The substance of this volume can be secured in the compilation, Mothers' Portfolio. Price \$2.25. Vol. II. is entirely out of print, and only a very limited number of bound Vol. III. are in the market, at \$3.00 each. Vol. IV., in cloth, can still be had for \$2.25. Address, KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

Wanted.—We need February 1892 MAGAZINES. Also May '88, and '89. If you have one to spare send it, and we will give you any other number in exchange. KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

Bound Volumes.—Exchange your files for '91-'92 (Vol. IV.) for a bound volume of same; it will cost you only 75 cents to have a handsome book made of your numbers.

If you want to spread the work send for a bunch of our new circulars to distribute.

In requesting change of address always state both the new and the old location. It saves us time and trouble.

How to Send Money.—Remit by postal money-order, bank-check or draft, express money order, or in registered letters. If remitted otherwise, it will be at the sender's risk. Postal notes and bank notes are often sent, but are not the safest form of remittance, unless sent in a registered letter. Make all money orders, checks, and drafts payable to KINDERGARTEN MAGAZINE, Woman's Temple, Chicago, Ill.

Our readers who change their addresses should immediately notify us of same and save the return of their mail to us.

Our World's Fair Premium Offer

. . . To any one sending us fifty new subscriptions to the KINDERGARTEN MAGAZINE and \$75.00 or seventy-five new subscriptions to *Child-Garden* and \$75.00 by April 1st, 1893, we will furnish a week's entertainment in Chicago during the World's Fair.

We will supply circulars, subscription blanks and sample copies for any such to work with.

Please correspond with us at once.

KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.



BENJAMIN FRANKLIN.

From a photograph of a statue by Carl Rohl-Smith, to be placed in the entrance of Electricity Building, at the Columbian Exposition.

KINDERGARTEN MAGAZINE

Vol. I.—FEBRUARY, 1893.—No. 6.

THE KINDERGARTEN AS AN INSTITUTION FOR MORAL TRAINING.*



THE Kindergarten as an institution for moral training is the subject I have been asked to present. Morality may be defined as the observance of the duties involved in the social relations of men. The vital importance of giving more attention to this subject than it has heretofore received is being more and more appreciated by both educators and students of social science.

Society is a unit, and the absurdity of neglecting moral training in the schools, thus necessitating remedial measures later on, is obvious.

The tax-payer who supports the schools must also pay for the maintenance of good social order, and he has a right to complain if through any neglect of the schools social order does not prevail.

The public schools were first established in this country, and have since been maintained, for the purpose of making good citizens, for it is universally conceded that "ignorance is the parent of vice." However well they may have fulfilled their mission in the past, new complications have arisen which require the adoption of new measures. In all departments of industry and social life, customs that pre-

*Paper read at Columbia College, New York, before the Conference of Educational Workers.

vailed forty years ago are now practically obsolete, and it must be admitted that many of the changes which have resulted have produced conditions not favorable to the formation of good social habits. The crowding together in large cities of so many families in tenement houses deprives children of the comforts enjoyed by a well-ordered family, prevents the forming of any standard of what true home-life may be, and induces a life of idleness. The education in practical morality, which the country boy receives from the varied occupations of the farm and the kindly and helpful associations of neighborhood-life, is entirely wanting to the boy in the city, who having, when out of school, no proper field for his activities, inevitably falls into mischief. The criminal records and the statistics of our reformatory institutions show that from year to year there is an alarming increase of juvenile criminals, and the establishment, within a few years, of the reformatory prison at Elmira, in this state, was deemed essential because of the existence of this increasing and dangerous class.

Our educational problem is further complicated by the fact that a large part of the tenement population of our great cities is composed of recent immigrants who are henceforth to be citizens of this country, but who have brought hither the ignorance and the vices of the lowest classes of the Old World. New York city, in which multitudes of this foreign population are accumulated, is in danger of being overwhelmed by this constantly increasing mass, ignorant of our language and of the principles which underlie our national life. These are the classes which must be transformed into good citizens.

In view of this alarming condition of things we turn with pleasure to the Kindergarten as a possible means of solving our difficulties.

It would, however, be too much to claim that the Kindergarten would accomplish so great a result should the schools remain as they are; but it is claimed that the Kindergarten is the foundation of a true education and that it is based upon principles which, if established and fully

applied in the schools, would accomplish the needed educational reformation.

It is my purpose to show that the Kindergarten is an institution pre-eminently promotive of both social and moral education, and that, therefore, it is adapted to the exigencies of the times.

As no other educational institution has ever done, it provides for the most impressionable period of the child's existence. The schools do not ordinarily accept the child below five years of age, and frequently not below six, but all acquainted with child-life know that his practical education is well advanced before this age, and that he has already received the bent which determines not only what his school-life will be, but frequently also what his whole future character will be.

A child five years of age may have been so well started in life that when he enters the school he may have a receptive mind, a docile, reverent, and trustful spirit, habits of truthfulness and obedience, refined tastes, gentle manners, a cheerful disposition, and a will so trained to regard the rights of others that he can easily adapt himself to the social condition of the miniature community into which he has been introduced; or he may have qualities the reverse of these; but with his previous education the school has had nothing to do, and must take him as it finds him.

Now that we are becoming familiar with the Kindergarten and its possibilities, we are beginning to realize what an enormous loss of opportunity there has been in neglecting the years between three and five, to which the Kindergarten is perfectly adapted. In introducing the Kindergarten, as it is proposed, into the public schools in this city, it will be impossible, without a change in the laws, to admit pupils under five years of age. It is true that *at present*, with our crowded school-buildings, it would be practically impossible to provide suitable accommodations for all the children between three and five years of age, of whom it is estimated there are at least seventy thousand in the tenement houses alone.

Visionary as may appear the scheme of thus extending the school age, there are in the way no difficulties which will not be surmounted when the public becomes fully aroused, in their consideration of the enormous interests at stake, and are made thoroughly conversant with the preventive and upbuilding educational possibilities of the Kindergarten, when presented under the best conditions.

In the social development of this country this is distinctly a time of emergency, to meet which new and heretofore unused measures must be resorted to. A long step will have been taken toward that unification of society which Froebel saw would be the inevitable result of the application of his theories, when all classes of society shall unite in a common enthusiasm for childhood.

Two features of the Kindergarten particularly adapted as means of promoting the moral training we are considering are (1) its manual training and (2) the joy of the play spirit in which the work is done; play necessarily implying playmates, and therefore involving direct social education.

Much has recently been said and written on the moral and intellectual value of manual training, and it is chiefly on these grounds that it has been accepted in the schools.

The Kindergarten was the pioneer in the great manual-training movement, which during the last decade has extended throughout the country, and which marks an epoch in the development of our educational ideas. More than sixty years ago Froebel, in "The Education of Man," laid down the principle that no instruction is of value which is purely theoretical. He declared that education should be the means of disclosing to each individual his own possibilities; that no one can know himself, and hence suitably respect and esteem himself, until he has seen himself objectively in some product of his own activity. He therefore strongly emphasized the necessity of *doing*. Froebel never stops with mere theory. Unlike the great writers on education who preceded him, he reduces all his theories to practice, going into the minutest details in the preparation of material for the use of infant hands, and prescribing particu-

lar directions for the conduct of the organized games of the Kindergarten. He has probably gone more deeply than any other writer into the psychology of the subject of manual training. In the notes of one of the songs of the "Mother Play" book, he says that counting, which is necessarily involved in all exact manual work, is a moral act; and in the "Education of Man," he says that mathematics, which he would always give to the child in concrete form in connection with some work of his hands, are allied to religion.

In the simplest and most elementary occupations of the Kindergarten there are fostered habits of accuracy, attention, carefulness, patience, perseverance, and method,—habits which cannot fail to have a powerful influence in developing the moral virtues of truthfulness, conscientiousness, industry, thrift, and self-reliance. The want of these virtues is painfully apparent in that large class of our fellow-beings who necessitate the existence of our boards of charities and corrections. It is a significant fact that those who need charity and those who require correction are, in statistical tables, usually classed together.

An investigation into the causes which have led these large classes to drop from the ranks of good citizenship discloses the fact that in a large majority of cases both the pauper and the criminal have untrained hands and undisciplined minds of which their enfeebled moral condition is an inevitable result. The superintendent of the reformatory prison at Elmira says that of the young criminals entering there, very few have any special aptitude for any useful work; and further than this, the carefully kept statistics of the institution show that nearly all are the children of thriftless parents unskilled in the arts and industries of life. Mr. Dugdale, an authority on the subject, in his book upon "Crime and Pauperism," says that if the children of vice and crime, born with the lowest tendencies, could from their earliest childhood be trained in Froebel's methods, these tendencies might be to a great extent overcome.

That the Kindergarten does produce moral results of the

most positive kind is shown in an article by Miss Lewis, in *The Californian* for January, 1892, in which she states that an investigation of the record of the nine thousand children who have been trained in the Kindergartens of the Golden Gate Association, shows that *only one* has ever been arrested for crime.

When we consider that these nine thousand Kindergarten children were all gathered from the slums of San Francisco, we are forced to admit that the Kindergarten is a great moral agency.

Upon this subject I quote from a published address of Mr. Hailmann. He says: "Good Kindergarten in all its work is pre-eminently religious and ethical. Work in the Kindergarten from beginning to end has reference to the religious promise in the growth of the child.

"Again at every point of the work the teacher must act in full sympathy with the child, must place himself on the child's plane, and from this, labor toward the child's (the human) ideal. If the Kindergarten sees in the gifts and occupations ends instead of means of instruction; if she makes weaving, building, or folding matters of instruction, and subordinates the *child* to these,—she has not the spirit of Froebel.

"It has been said that we must go down to the child. I would say, Go up to the child; lift yourself if you can, to the level of innocence, of singleness of purpose, of pure and simple enjoyment of all things; follow the child; be led by him; carefully and thoughtfully seek to know the direction in which he drifts, then help him in his upward tendencies, and guard him against all that looks downward.

"Again, the Kindergarten is essentially ethical. All its work must build up character,—benevolence, justice, righteousness, in every sense of the word. For this purpose its surroundings are adjusted. 'Then,' say some of the critics, 'you do not propose that children shall know anything?' Know! We want them to know vastly more than they know now; their knowledge shall not be merely verbal, but practical, entering the pupil's very life.

"If the Kindergarten has any quarrel with the school — though I cannot see that it has — it is not that the school teaches too much, but that it fails to put into the learner's life the knowledge it does teach."

What a revolution would be wrought in the homes and the lives of the children of the present generation in this city if from this time onward their natural activities were so carefully fostered and directed that all should delight in the work of their own hands!

Froebel's wisdom is nowhere more manifest than in the provision he makes for having everything done in the play spirit. The child of the Kindergarten is usually on good terms with his companions, chiefly because he is on good terms with himself; the delight of healthy activity and the joyousness of spontaneous play creating an atmosphere in which selfishness and ill nature do not thrive.

The objection is sometimes raised that in the Kindergarten the work is made too easy for the child; that, indeed, he is not taught to work but only to play. The objectors overlook the fact that there are purpose and method in the play of the Kindergarten, and that, if the activities of young children are to be directed to educational ends it must be done through their play, since to them work, as such, is hopelessly irksome. They will willingly, gladly work if they can only play that they are working, as they do in the Kindergarten.

As has been said "Labor performs the prescribed task, but play prescribes for itself." Visitors in the Kindergarten often express themselves as specially impressed by the evident happiness and positive joyousness manifested by the children. No better means of social training can be devised than that which is involved in organized play. Children gather in a circle, dropping their own personality for the sake of sharing in the larger personality of the little community of which they are a part. Thus the conceited and aggressive as well as the timid and shrinking are led to appreciate themselves at their true value.

Not long since an intelligent visitor in a Kindergarten

was moved to tears on observing the self control and evident sympathy of a large circle of children as they patiently waited for a somewhat dull child to choose the game. Surely here was a training in good morals which *is not always evident in games played by children of a larger growth*. It is to be hoped that there is educational value in play, for if there is not what is to become of our universities?

The true Kindergartner plays, *studies* to play; and it will be a happy day for the schools when the glad, free, and joyous spirit of true play animates all, both teacher and pupils. It is impossible truly to play with the children and at the same time to be cross and unsympathetic.

Closely allied to the *joy of the play spirit* is the delight which the children take in the *beautiful*—the central thought of the Kindergarten being to secure the happiness of the children, not as an end but as a *means*.

The indolent, thriftless, joyless man is a dangerous member of society. Let him take positive delight in his own work and learn to respect and esteem himself as the producer of that which is good and beautiful, and he becomes a bringer of happiness to the community, for "virtue kindles at the touch of joy."

ANGELINE BROOKS.

AFTERNOON.

She started up — was it indeed so late?
The shadows lengthening on the grass
Had turned from west to east —
So swiftly did life's morning pass —
And she, who might have wrought the *most*, had wrought
the least;

And it was afternoon.

Yet had she gained much of the good of life;
Drank of love's poisoned sweets,
And of youth's rash ambition drained the cup.
Now what of gladness might she hope to meet,
Who thus had used life's charm and sweetness up
Ere it was afternoon?

But oh, the good she still might do!
The fainting hearts that she might comfort yet,
The hungry souls that now she longed to feed!
She would arise ere yet the sun was set,
And comfort all whom she might find in need,
While still 'twas afternoon.

She rose, more eager than in life's young dawn,
Brought all her ripened powers to the task;
Adown the shaded ways she passed with joy,
Gave of her garnered sweets to any who might ask,
Or needed of her store, and in this blest employ
She passed her afternoon.

Who wails o'er life's bright morning gone?
The gods at noon shall give thee greater power,
And show thee higher honors to achieve,
And in the quiet of that noontide hour
Bestow a prize on all who give — the best that any give —
Life's fruitful afternoon.

Grand Rapids, Mich.

MARY E. SLV.

OUR NURSERY RHYMES.



GOOD Kindergartner wishes to teach only good. She wishes to teach all good, by both precept and example. I wish just a word with teachers and mothers upon the character of nursery rhymes. If the characters of Dickens, Hugo, or Shakespeare are real to us who are grown, and if these literary creations influence the acts and thoughts of our every day, how infinitely more real to a child are Jack Horner, Jack and Jill, and the little and big people who live in nursery rhymes! What is the moral atmosphere of many of these rhymes?

Tom, Tom, the piper's son,
Stole a pig and away he run.

Taffy was a Welshman; Taffy was a thief;
Taffy came to my house and stole a leg of beef.

Nanty, panty, Jack-a-Dandy
Stole a piece of sugar candy
From the grocer's shoppy-shop,
And away did hoppy-hop.

These are nothing more or less than a set of little thieves, though no sentence or thought of condemnation runs through the rhymes. Would you let your boy go with Tom on his pig-stealing expedition? Then do not permit a mental association. It is mental, not physical, associations that contaminate.

Not only do the *gamins* of the nursery rhyme out-steal the real ones of the street, but the greatest kings commit petty larceny for no apparent reason, and queens and nobles profit by stolen goods.

When *good* (!) King Arthur ruled the land,
 He was a *goodly* king;
 He STOLE two pecks of barley-meal
 To make a bag-pudding.

A bag-pudding the king did make,
 And stuffed it well with plums,
 And in it put some lumps of fat
 As big as my two thumbs.

The king and queen did eat thereof,
 And nobles ate beside;
 And what they did not eat that night
 The queen next morning fried.

Taffy and Tom and Jack-a-Dandy are now in such *good* company, and their exploits so completely justified by the moral code of the Round Table King, made famous by Tennyson, that it seems audacious to suggest to mothers and Kindergartners that this is a bad crowd to introduce to the mind of their boys.

After a thorough acquaintance with these kingly and plebeian pilferers, we are prepared to entertain the boy with a broom that sings:

Money I want, and money I crave;
 If you don't give me money,
 I'll sweep you to the grave.

The "Hold up your hands" of the highwayman, the "Money or your life" of the James gang, is thus easily *adapted* to the melodies of Mother Goose. But who shall say how far it goes to *adapting* the mind of the child to such pursuits?

Reverence for life—not only the life of another child, but of a bird, a butterfly, for life in the abstract—is one of the first things to teach a child. Life is not man-created; it should not under any circumstances be man-destroyed. The disregard of life, the cheapness of it, is too painfully apparent to thoughtful men to-day. When an Illinois legislature tries to bribe boys to kill sparrows, by an offer of two cents for each dead bird; when a New York legislature spends hundreds of thousands of dollars to devise some ex-

quisitely cruel, some intellectually barbarous, method of murder, why should we wonder at "white caps" and "Jack the rippers"?

Life is sacred; its destruction is murder, whether done by a sheriff with a rope or an electrocuting machine in a jail-yard, or by a thug with a stiletto in a saloon. We can hardly hope to reach the murderers on the Bowery or South Clark street, till we reach those in our courts and juries. Let us begin with the children in our homes.

I can remember the shudder of horror and the boyish tears after I went to bed, caused by the tale of "A Kid, a Kid." It was all well enough until "the rope began to hang the butcher, the butcher began to kill the ox," etc., etc. Then I shuddered. Death seems to be the only satisfactory thing to the poets of these old rhymes. Death, death, death, till our nursery rhymes seem like a slaughter-house! Even in "Jack and Jill" there must be a broken crown for the amusement of our little babes, in whom a single act of wanton cruelty will shock and deeply pain us. "The froggy would a-wooing go," but the inevitable tragedy terminates the courtship.

An old crow watches a tailor make a coat, a crime no one recognizes until the tailor passes sentence of death upon his spectator:

"Wife, bring me my arrow and my bow,
That I may shoot that old carrion crow."
The tailor he shot, but he missed his mark,
And shot his own sow through the heart.

We might say this loss of property was retributive justice for the unjustifiable attempt upon the life of the crow, but for the fact that the sow too had a sacred life which has been unwarrantably sacrificed. In the following specimen we have "capital punishment" run mad:

The woodcock and the sparrow
The little dog has burnt his tail,
And he must be hung to-morrow.

No innocence can escape the murderous man 'mongst these rhymsters:

The white *dove* sat on the castle wall,
I bend my bow, and shoot her I shall.

Then there is

John Ball, who shot them all.

Faithfulness is a crime to be punished with death, when
the faithful one has outlived its usefulness:

Barnaby Bright was a sharp little cur;
He always would bark if a mouse did but stir;
But now he's grown old, and can no longer bark,
He's condemned by the parson to be *hanged* by the clerk.

When these rhymes and songs have been spun out to
the hour for retiring, a really "trained nurse" closes with—

Here comes a candle to light you to bed;
Here comes a chopper *to chop off your head*.

In an A, B, C book meant to teach little ones the alpha-
bet, I see that

"A" is an archer
Who shot at a frog;

and from the illustrations we see the deadly effect of the
shot.

Our riddles are no better. One specimen is enough:

As I went 'cross on London bridge
I met my sister Ann;
I CUT HER THROAT and SUCKED HER BLOOD,
And let her body stand.

No matter what may be the key to a riddle told in such a
manner, it ought never to be told.

Cruelties everywhere—cruelties that are just for fun:

The old maid is out, hanging up the clothes;
'Long comes a black-bird and snips off her nose.

Even before the baby reaches the Kindergarten we sing
to it:

Rock-a-bye, baby, on the tree top;
When the wind blows the cradle will rock;
When the bough breaks the cradle will fall,
And down comes rock-a-bye, baby, and all.

Smashed-up babies go for nothing, so long as we sing it.

I submit it to mothers and Kindergartners if the atmos-

phere of nursery rhymes does not need purifying. I remember once my mother was horrified because a neighbor boy had told me an innocent riddle couched in language somewhat vulgar. Why so intolerant of vulgarity, and indifferent to cruelty, greediness, murder, and all sorts of thievery in the sentiment of these rhymes?

The pictures presented to the mind of a child should always be good—only good, pure, elevating, ennobling. We object to young men reading “blood and thunder” novels. We condemn the literary career of a Ned Buntling, who wrote one hundred and twenty stories in which he killed some twelve thousand and five hundred Indians, and never let a white man get so much as a flesh wound. Our nursery tales are even more of a morgue than the blood-curdling tales of “detectives” and Indian murderers. We object to our young girls reading the morbid, sentimental novels that infest our libraries and cheap book-stores, yet we teach our very little girls to sing:

Oh, don't you remember, a long time ago
Two poor little babes—their names I don't know —
Were stolen away one bright Summer's day,
And lost in the woods, as some people say?
And when it was night, how sad was their plight!
The moon had gone down, and the stars gave no light.
They sat side by side and bitterly cried,—
Poor babes in the wood!—they laid down and died.
And when they were dead, a robin so red
Brought strawberry leaves and over them spread,
And sang them a song the whole day long,—
Poor babes in the woods! poor babes in the woods!

For morbid sentimentality I will put that against “The Man of Feeling,” “The Sentimental Traveler,” “Sorrows of Werther,” or “St. Elmo.”

From whom is reform to come? From thinking mothers, from conscientious Kindergartners, who, by creating an imperative demand for more wholesome and healthy nursery rhymes and songs, will insure the supply.

ETHELBERT STEWART.

U. S. Dept. of Labor, Washington, D. C.

KINDERGARTEN AND PUBLIC SCHOOL.

IV.

OBSERVATION AND LANGUAGE.

IT is not correct to add an object-lesson to the other time table of the school, this other time table being made up of lessons conducted according to the old method of school-teaching. Such a proceeding is nothing else than putting a piece of new cloth upon an old garment, making the rent worse. There must not be a special object-lesson which, if treated by itself, will but rarely be superior to the other lessons of the time table.

But every lesson of the primary school ought to be an object-lesson; that is to say, in every branch of tuition the method must be that of the true object-lesson. Now, every object-lesson ought to consist of two parts: namely, first the receptive, and secondly, the creative part. Receptive is that part of the lesson in which the student receives, i. e., perceives and cognizes, the exterior object. This cognition will elaborate a concept, an idea, which becomes clear to the student's mind when its name, or its expression in words, is learned and pronounced.

Creative is that part of the lesson in which the student forms a representation; i. e., he creates an exterior picture or likeness of the idea conceived in the receptive, or cognitive part of the lesson.

The receptive part of the process is what Froebel calls "internalizing the exterior"; the creative part he calls "externalizing the interior" of the mind. "Internalizing the exterior" means, therefore, what in common psychology is called perception and cognition; that is, the mental absorption of images which originate in sensation, or in the organs of sense. "Externalizing the interior" means what is commonly called making or forming things, that is, labor or creative activity, which is art. These Froebelian terms not

having been universally adopted, it seems useful to substitute for them common words. Or, in this dissertation, the common expressions—receiving knowledge, perceiving and cognizing, or reception, perception, and cognition will be used to signify the “internalizing”; and such common expressions as making, forming, creating will be used for the “externalizing” of the Froebel terminology.

Cognition begins much earlier than school-teaching with the child. Receptive cognition begins with the first breath of life drawn by the new-born infant. Creative activity begins when the child commences to use his muscles, in causing changes of exterior circumstances such as changing the relative position or the shapes of objects. This creative activity also begins long before a child commences attending school.

It follows that the child on entering school is already more or less advanced in the labor of cognition. He has in his mind a complex image of the world in which he lives. This world image may be conceived as composed of a number of part images of greater or less clearness and firmness and of very different sizes. These part images are divided from one another either by the conceptions of space or time, or more rarely, by other conditions. Thus, home life will form one part image; social life will form another; church life a third, and so on; and all these part images will be united by some ideas common to all of them, into one complex image, which was above called the world image.

When new images or ideas are to be added to those already held in the mind, they will be received with greater or less ease according as they have greater or less similarity to those already held. Similar ideas will connect and be assimilated and retained with ease. Dissimilar ideas, on the contrary, will not be easily understood, and therefore will not connect, not be assimilated, and be retained but with difficulty, and demanding a great mental effort,—greater than can be expected of the average pupil of the primary grade.

The educator who would not overtax the strength of his pupils ought, therefore, to take the ideas which she wants to impart to her pupils, from the actual life surrounding them, i. e., from their own field of experience, which has already supplied them with their part images and their world image. The farm and its surroundings must therefore supply the objects for the lessons of the country school in its lower grades.

Many modern educators have adopted the proposal to begin school in the first grade by a consideration of the objects contained in the school-room. But there is a difficulty in the way, which is this — that the school-room is quite new and strange to pupils just entering school. The impressions produced by school-room objects will therefore leave concepts so different from the ideas already held in the minds of the pupils as to connect, but with difficulty, with them, unless the new objects are unusually striking and produce impressions of intense power and vivacity. If they are striking, or if the teacher knows how to use them for the purpose of producing striking impressions, they can certainly be used as a starting point of primary object-lessons. Although Froebel may not have particularly recommended them, he must not be supposed to have rejected them altogether. He always used his immediate surroundings in his tuition, and paid particular attention to having flowers, plants, and instructive utensils and instruments in his room, about him for such purposes. His mind leaned more lovingly to nature than to household goods, which is one reason why he preferred bringing his pupils into more immediate contact with nature.

Froebel, if placed as a teacher in an American country school, would most likely have commenced the course of the first grade by a study of objects found in the farm-yards near the school, and in field and forest surrounding the place. His remarkable love of the vegetable kingdom would probably have induced him to pay to it greater attention than to animals. The school year beginning commonly in harvest time, he would probably have commenced

with the study of harvesting operations, examining mowers and other machines, and the produce cut by them, such as wheat, grass, and other produce, potatoes, beans, and so on. He would certainly not have overlooked the ground, with the differences of soil, of hill and valley, etc.

Of greater interest than all this to the little first-grader, however, are the animals in the farm-yards, the cattle, hogs, horses, dogs, poultry, etc. Of these the pupils are sure to know a good deal already on entering school. And there is not a better way to begin enlarging their stock of ideas than by inducing them to tell to one another what they know about those living creatures which they have observed on their own farms and on those of their neighbors. Get them into the talking mood by asking them to tell the names of their dogs and horses and other living things. Ask them which of the animals is their favorite. Let them tell you stories of what their animals are doing, and what they, the children, are doing for their dumb friends.

If the teacher manage the conversation with an interest in what the pupils say and with judicious discretion, she will, much sooner than she would generally expect, be compelled to restrain, because numbers will want to tell her their own experiences, and not a lesson will pass by without some one telling something which is not altogether commonplace. Let the teacher take hold of such a statement more novel and more suggestive than the average remarks, and try to elicit expressions of opinion from other pupils on the subject. If there is no difference of opinion, try yourself to bring about a discussion, and then, in order to settle the point, propose either a walk of the class to the farm to look into the case and examine with their own eyes, or, if the walk should not be possible, instruct the children to go there after school hours and find out and prepare themselves to report on the day following. When they make their report, find out how they have made their examination and teach them how to do it systematically.

Such discussions of things and events which they all know, will enable the teacher to develop the pupils' power

of discrimination and study in the most natural way. It will, furthermore, make the children feel at home at school, and the teacher can be sure that after she has succeeded in gaining the good will or confidence of her pupils once, she can ever afterward retain it, and have no difficulty at all in maintaining good discipline, which is the surest guarantee of success.

As soon as the first agreement of confidence between herself and her pupils has been established, let the teacher begin bestowing her attention upon the language of the children; for the training of language ought to go hand in hand with that of observation and cognition. In the beginning, corrections of language must be made with great caution; they must be few and not too strict, lest the new pupils grow nervous and reticent. The greater liberty you allow in the expression of thought, the tighter can you hold your pupils in respect of the words and terms they use, and the defects of their articulation and pronunciation. And remember that language is thought; that is to say, thought is not clear or perfect until it has been expressed in clear and perfect language; or, as far as you succeed in making your pupils use correct, concise, and choice language, just so far will you render their thought clear, logical, and exalted.

Now, exalted thought is exalted sentiment. By good language you will lay the foundation not only of exalted thought, but also of exalted moral principles, which ought to be the aim and end of every kind of education. This is what Froebel calls the unity of life,—namely, the unity of thought, principle, and conduct in a moral character which ought to be realized through education.

A. H. HEISEMANN.

KINDERGARTEN REPRESENTATION AT THE COLUMBIAN EXPOSITION.



WO equally great purposes are to be served in the public presentation of the Kindergarten at the World's Fair. First, the attention of the world at large is to be called to the fact that the new education is operative, and the public to be shown what it is and does. Second, these facts illustrating what has already been accomplished, are to be arrayed before those already intelligent on the subject.

There are several ways by which this work and its full force are to be brought home to the general public, which is to-day fully awakened to the importance of educational influences.

In the regular educational exhibit, which will represent the school work of the world, there will be a systematic and scientific display of the industrial results of all grades, including the Kindergarten. These results of hand-work will be logically arranged and tabulated and classified, so that the visitors may know their full meaning, and the location they represent. Here he who runs may read. This exhibit is to have space in the Manufacturies and Liberal Arts Building, which is centrally located and accessible.

There will be no excuse for the mistaken impression often given by similar displays, that the Kindergarten method consists of hand-work only. The Board of Lady Managers for the state of Illinois have appropriated \$3,000 to carry the expense of a fully equipped Kindergarten in their state building. A beautiful room has been set apart for this purpose, as illustrating one phase of the state edu-

cational work. The decorations of the room were opened to competition by the committee in charge, and several most artistic and appropriate designs and sketches were secured.

The Kindergarten in this Illinois State Building will be conducted the first three months of the Fair by the Chicago Froebel Association, which is under the direction of Mrs. Alice H. Putnam, and during the months of August, September, and October, by the Chicago Free Kindergarten Association. These two associations assume the responsibility of entire work, provide the children from Kindergartens that have been operated regularly during the previous months under the same Kindergartners, who will be put in charge on the grounds.

Several Kindergartens have been incorporated into the regular State school system, so that it is entirely appropriate to have this proof of the work in the state house. The Froebel Association was founded with the special aim to secure recognition of the Kindergarten as a factor of public education.

The Children's Building will be a magnificent repository for everything pertaining to the practical life, training, care, and results of children. Kindergartners are to be put in charge of the older children left by visiting parents, to conduct games, plays, and busy work for their hours of waiting. The entire Building is to be decorated after the fondest ideals of Kindergartners, and their spirit will dominate the general atmosphere of the place.

The question of a regularly organized daily Kindergarten has not been fully decided as yet, but many of the obstacles and objections to the same are being removed. The committee in charge of the building, as well as the majority of prominent workers, particularly in the West, are heartily in favor of having the convincing proof of an actual Kindergarten daily presented to the visitors who may be more or less interested. The Kitchen-garden and the *Creche* will be most thoroughly carried on by representative professionals in these special lines.

The other and equally important line of work is on

the part of the Congress Auxiliary. There will be, in fact, two congresses at which the Kindergarten interests will be fully represented. The first will be the *special* congress of Kindergarteners, to convene one week, beginning July 17, which will be exclusively in the hands of a local managing committee; the second, and following after the *special* congress, will be the *general* educational congress, at the head of which stands Commissioner Wm. T. Harris, to convene the third week of July. The latter assembly will virtually take the place of the annual convention of the National Teachers' Association, which will formally adjourn in favor of the World's Congress of Educators.

The *special* Kindergarten congress will be given over to a full week of discussion, papers, round-tables, and general consideration of our cause, from every possible point of view. Among the speakers and essayists will be the most prominent workers and thinkers, supporters and promulgators of the Kindergarten, from all parts of the world. Especial attention will be given the foreign representatives of the work, and most exhaustive discussion of every phase of both the theory and practice of the Kindergarten will be encouraged.

The local committee in charge of this congress is made up of prominent, intelligent, and professional workers of Chicago; Mrs. E. W. Blatchford, chairman, Mrs. T. W. Harvey, vice-chairman, and Mrs. A. H. Putnam, secretary.

The topics for program have been recommended by the advisory council, made of leading workers everywhere, and the committee has classified these suggestions under inclusive heads, viz: *The New Education*, under which come such vital topics as Froebel's Religion; Early Education through Symbols; Every Mother a Kindergarten; Play and Work; Professional Training, etc. The general topic of the *Establishment of the Kindergarten* is subdivided into historical sketches of the growth of the work on the continent, in England and America, its adoption by public schools, etc. The Future of the Kindergarten is considered under these heads: Relation of same to primary school, to higher edu-

cation, to missionary work, and to the church and Sunday-school. The committee is arranging to assign these various topics to the strongest leaders and make the program as complete and forcible as possible. Besides this, volunteer papers are invited, and Round-table discussions arranged.

This special Kindergarten congress will convene in regular morning and evening sessions in the new Chicago Art Institute, and will be conducted to the best possible advantage of all concerned, and the cause at large.

WHY SONGS ARE SUNG.

'Tis not for honors he may win
The poet's songs are sung;
'Tis not for these he lets us in
To worlds he lives among.

No bay nor laurel would he wear;
But that for which he longs
Is only that some one, somewhere,
May learn to love his songs.

J. G. BURNETT.

SOME COMMON CRYSTALS.



ANCY a family conversation at the tea-table:

Mother—(just sweetening a cup of tea).—"George, they tell me our sugar is much adulterated now-a-days. That the men who make it add starch and other things."

Father—"Please pass me the bowl. See how it sparkles in the lamp light. Every flash of light comes from a smooth face on the little grains, and while I suppose it would be *possible* to cut and polish all these faces on starch or glucose, our polished sugar would cost more dollars per pound than it now costs cents!"

Kate—(one of the children, who are always interested in sugar). "But Father, how *do* the grains get so smooth?"

Father—"Just as my little daughter gets to be a large girl—*by growing*."

Tom—"I thought things had to be alive to grow."

Eda—(examining a spoonful closely). "They all seem the same shape, and are really beautiful when you look at them closely. What makes them all the same shape?"

Robert—(who has just begun school). "Oh, I know. Miss West told me. It grows in the sugar-cane away down south!"

Tom—"There's a book in the library with a story about sugar-cane, and how sugar is made."

Father—"Yes, my dears, it is wonderful when we think of it. Every single, unbroken, grain in this bowl has a certain shape and beautifully smooth faces. Now, some of your questions are too hard for me or anyone to answer, and the rest would make quite a story. Shall I tell it?"

All—"Please do!"

"Robert is right. The tall cane (a kind of grass) spreads out its broad leaves in the southern sunshine and strikes its roots deep into the fertile soil. It wants to ripen a cluster of seeds; and to feed them in their growth needs plenty of food. So in the green leaves—in some curious way we know but little about—the sunbeams take the earth-food from the roots, and the CO_2 gas from the breath of animals and men, and build up little tiny bits—which we call molecules—of sugar. These are dissolved in the water of the sap. Now when the right time comes—*before* these stores of sugar are used up to form its seeds—the cane is stripped of its leaves, cut down, and then crushed between great rollers to squeeze out the watery sap with its sugar.

"The little invisible molecules are too far apart to form crystals like these in the bowl, so the water is boiled away to bring them closer. At the right time, the syrup is run into vessels to cool, and *then* what a time! The cooling syrup can no longer hold all the molecules apart, and *disorder* is something sugar cannot for a second think of.

"Without delay or confusion (as far as we can see), and yet with beautiful precision, certain of the molecules are made centers about which the others begin to gather in regular order to form the sugar crystals. Could you examine the first beginning of a 'baby' crystal, its form would be exact, with the same number of sides and corners and precisely the same angles for each that a 'grown up' crystal has, and the sides would be smooth and glistening. And if it grew larger, it would be, by the addition of more layers of molecules, evenly and exactly to the outside.

"If you can find anything else that sparkles in this same way, bring it to the supper-table and I will try and tell you of it."

The next tea-table—all seated.

Father—"Well, Tom, what is it you have there?"

Tom (all excitement). "Some big crystals of salt. I found this lump in the horse's manger. I know they are crystals for they all have such smooth faces, even when I break them!"

Stirling — "Did they grow too?"

Father — "Not in a plant as the sugar, but they formed when some salt water dried up."

Robert — "They are cubes I know, for we made some in clay."

Father — "So they are! I am pleased my little boy remembers."

(Rock salt is mined out of the earth like coal or iron. Wise men suppose that part of the sea was in some way separated from the rest, and gradually dried away, leaving a bed of salt, which became buried beneath rocks and earth. These mines are very interesting and much more beautiful than other mines, because of the pure and glistening salt on every side; the floor, roof, and sides of the chambers sparkling as if sprinkled with diamonds.*)

Kate — "See the fine grains in our table-salt sparkle! Are they crystals?"

Father — "Examine some through this lense. Are the grains regular in shape?"

Kate — "Yes indeed, and most perfectly formed cubes. Did this come from a mine?"

Father — "No, such fine grained salt is usually made by drying off the water which comes from salt beds below. This is pumped up through wells or flows in springs. Why are these crystals so small?"

Robert — "I guess they were pretty young, like me."

Harvey — (holding up a large crystal of sulphate of copper). "Here, Father, is a fine *old* crystal."

Father — "True enough, and still not so very old, either. Sometimes they grow quite rapidly when well fed, as some I saw once, at a refinery for gold and silver. The gold, after being separated from the rock it was in, and melted, was rolled into a very thin ribbon. There was still some copper and other metals in it; so these ribbons were coiled up and put in dishes of acid able to dissolve everything but the gold, which was thus left pure. Instead of throwing the acid and its dissolved metals away, it was (after some

(*See Bayard Taylor's "Salt Mines of Wieliczka.")

preparation) run into tanks in which long strips of lead were hung, and clustering on these were many large and beautiful blue crystals.

"But time forbids me to tell of the long quartz crystals Eda brought from the Hot Springs; the glistening sheets of mica Stirling discovered in the stove door; the rhomb of calcite Papa brought, and which made the letters of a paper it was laid on, read double; the beautiful cubes of pyrite Kate found in some stone; Tom's agate marbles and the "frosting" on his Christmas card; of the stone Harvey broke open (geode) and found lined with crystals, or the sparkling surface of the broken window light. One and all had the same marvelous story to tell of orderly growth into symmetrical shapes with polished faces. Some it is true were changed and distorted, but even they — poor things — had done their very best against unfavorable surroundings. Would that we all were as true to the best that is in us."

EDWARD G. HOWE.

THE PRINCIPLES OF THE KINDERGARTEN THE
FOUNDATION FOR ART EDUCATION
IN THE PUBLIC SCHOOLS.

III.

IN the consideration of this subject I have desired to quote freely from Froebel, and I cannot refrain from giving here a charming bit from the "Education of Man," showing the evolution of drawing:

"A child has found a pebble. In order to determine by experiments its properties he has rubbed it on a board near by, and has discovered its property of imparting color. It is a fragment of lime, clay, redstone, or chalk."

"See how he delights in the newly discovered property, and how busily he makes use of it. Soon the whole surface of the board is changed."

"At first the boy takes delight in the new property, then in the changed surface, now red, now white, now black, now brown, but soon begins to find pleasure in the winding, straight, curved, and other forms that appear. These linear phenomena direct his attention to the linear properties of surrounding objects. Now the head becomes a circle, and now the circular line represents the head; the elliptical curve connected with it represents the body; arms and legs appear as straight or broken lines, and these again represent arms and legs; the fingers he sees as straight lines meeting at a common point, and lines so connected are for the busy child again hands and fingers; the eyes he sees as dots, and these again represent eyes; and thus a new world opens within and without. For what man tries to represent or do he begins to understand."

"The perception and representation of linear relations open to the child on the threshold of boyhood a new world in various directions. Not only can he represent the outer world in reduced measure, and thus comprehend it more

easily with his eyes; not only can he reproduce outwardly what lives in his mind as a reminiscence or new association, but the knowledge of a wholly new invisible world, the world of forces, has its tenderest rootlets right here."

"The ball that is rolling or has been rolled, the stone that has been thrown and falls, the water that was dammed and conducted into many branching ditches,—all these have taught the child that the effect of a force in its individual manifestations is always in the direction of a line."

"Thus the representation of objects by lines soon leads the child to perception of representation of the direction in which force acts. 'Here flows a brook'; and saying this, the child makes a mark indicating the course of a brook. The child has drawn lines signifying to him a tree. 'Here grows another branch, and here still another'; and as he speaks he draws forth the tree, as it were, the lines indicating the branches."

"Very significantly the child says, 'Here comes a bird flying,' and draws in the direction of the supposed flight a winding line."

"Give the child a bit of chalk, or the like, and soon a new creation will stand before him and you. Let the father, too, in a few lines, sketch a man, a horse. This man of lines, this horse of lines, will give the child more joy than an actual man, an actual horse, would do."

"Mothers and attendants, would you know how to lead the child in this matter? see and observe the child; he will teach you what to do."

"Here a child traces a table by passing its fingers along its edges and outlines as far as he can reach them. Thus the child sketches the object on the object itself, as it were. This is the first, and, for the child, the safest step by which he first became aware of the outlines and form of the objects. In like manner he sketches and studies the chair, the bench, the window."

"Soon, however, the child advances. He draws lines across four-sided boards, the table, the seat of the chair or bench, vaguely anticipating that this is the method for

retaining the forms and relations of surfaces. A little later he draws the form in reduced measure."

"Behold he has sketched the table, the chair, the bench, and many other things, on the table top. (It was formerly not uncommon to find table tops made of large slabs of slate stone. There was such a table in my father's house when I was a boy. I still connect with it many a fruitful memory of earnest studies of form and outline, of delightful trains of fancy, and of vigorous struggles of invention that made the ugliest weather a boon. A small portable blackboard is an excellent substitute for such a table. It will accomplish more for the child's understanding of things, and for the vigorous development of a healthy imagination, than the most earnest talk and the most ideal story-book would do.)"

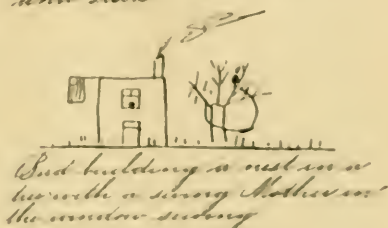
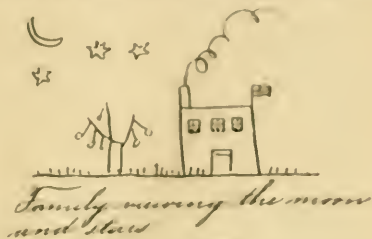
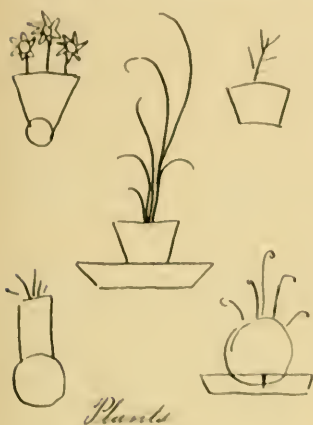
"Do you not see how he developed and grew spontaneously to this attainment?"

Froebel has always treated the evolution of drawing most delightfully in "The Mother Play and Nursery Songs," where he depicts "The Little Artist." No one who examines the spontaneous drawings of little children will doubt that they quickly perceive the essentials; and not only this is true, but the power of ideality shows itself in a marked degree. The accompanying illustrations show what the child will draw, and how his thought will ascend. We are often dull of perception as to the wonders of the child's mind. At the upper left there are plants, with much appreciation of beauty of curvature, and below the seasons, Spring, Summer, Autumn, and Winter, are well symbolized. At the upper right the power to draw whole scenes is shown in two examples. The drawings show the growth of thought and representation; the wings of the butterfly carry the children up the golden stairs, and in the sky an angel is found with wings and a golden crown. "Heaven lies around us in our infancy."

Thus far we have considered only the Kindergarten principles of creative self-activity,—how the external may be made internal through the study of type forms connected

with the environment, and how the internal may be made external through the various means of building, tablet and stick laying, modeling and drawing.

They were selected from many similar drawings by Kin-



Spring



Summer



They



Autumn



Winter

Apple tree and butterflies



An angel

dergarten children, kindly lent by Miss M. E. Lombard, formerly one of the directors of the Kindergartens in Boston maintained by Mrs. Quincy A. Shaw.

There is another great principle by which Froebel was governed. He has called this the law of contrasts, or the

law of opposites. It would seem to be in its ultimatum the law of harmony, for it requires always a mediation of opposites. The first law of all phenomena is the law of opposites. This is the endowment of every essence that comes into existence, and particularly of man as called into consciousness. He, in spite of his inner relation to God and nature, stands as an individual essence in the relation of opposite to the universe of nature on the one hand, and to unity, or God, on the other. The law of connection is given at the same time with the law of opposites. Connection (joining by union of members), or the balance of all existing objects, is the ground law of the universe, in the visible and invisible, the material and intellectual world.

Everything in the organic world subsists in the membership of its parts in a whole. These parts always stand in an opposite direction from each other, and are connected or bound together by a common medium; for example, the leaves of the flower, or the stem of the tree, which connects the root with the crown. The limitation in space of every visible phenomenon or thing conditions the opposite by the relation of the limits, as below and above, before and behind, right and left, etc.

It is the same in the world of representation and thought; every proposition demands its opposite, and both demand their connection. Thesis, antithesis, and synthesis are the conditions of all logic.

Man, on the other side, is a representative of this law, since he stands midway between God and nature, between the creator and creature, on one side as a product of nature, belonging to the world of unconscious being, on the other side as mind destined to self-conscious being united with God, or mind free from God's mind. Only because he carries within himself the essence of both is he capable of knowing both, and is at the same time called upon to make manifest the divine in the universe, as the Good, the True, and the Beautiful; he is called as creature, to be also creator.

The law of opposites taken by itself leads to what is

known in art as symmetry, and the mediation brings harmony, without which there is no true art; for the highest qualities of art correspond to the highest qualities of life. The law of opposites has been most faithfully carried out in the Kindergarten, and the principle of symmetry prevails in all their work; but the law of mediation, which brings both harmony and unity, had been much overlooked. There has not been always a knowledge of specific application of art principles shown, but the Kindergartners are realizing that the development of their various occupations according to art principles of arrangement and color was much desired by Froebel, and they are now laboring earnestly to that end.

Froebel laid down the principle of harmony in a general way, for he says, "As God the Creator has everywhere in creation placed opposites side by side in order to work out harmony, so man must proceed in like fashion, in all his works, if he is to produce harmony. All art is based on the principle of contrasts. The musician in the trichord connects two discordant tones. The artist in his picture blends light and shade, dark tints and bright ones, by means of the middle tints, etc."

The Baroness Marenholz Von Bulow says:

"I constantly observe this feeling for harmony and beauty in Froebel, who had not been educated to the practice of any art. In nature, nothing escaped him; every graceful curved line, every blending of color, every lighting up of the heavens, everything, indeed, which expressed beauty and harmony, was perceived by him, and often served, on our walks with the scholars, for some deep interpretation of nature, and some enthusiastic praise of God's creation, which made an indelible impression on them. But on the other hand, the smallest want of harmony was annoying to him."

"'I miss harmony of color here,' he said once as we were passing a bed of dahlias in which all the colors were confusedly mingled."

In seeing such results, which are now fortunately not current, we cannot help but feel that considering how sensitive

Froebel was to discord of color, such arrangements as we find sometimes in Kindergarten work could not have emanated from him. It is a relief to read in the Introduction to Seidel's edition of the "*Menschen Erziehung*," that the play gifts were only partly worked out by Froebel, but many of the so-called Kindergarten results were originated by Louise Froebel, Stangenberger, Goldammer, Schmidt, etc. It is also delightful to read these words of Froebel. He says: "Contrasts must come, therefore, in their whole sharpness in order to be connected and balanced. We are not so far along yet; each one must work out his own little piece of work,"—so leaving his followers the better and higher working out of the principles which he so broadly laid down.

And with all these Froebel would bring a sunny, cheerful spirit, and to the teachers he would say, with Coleridge,

O'er wayward childhood wouldst thou hold firm rule,
And sun thee in the light of happy faces,
Love, hope, and patience—these must be thy graces,
And in thine own heart let them first keep school.

In closing I would like to bring together the Kindergarten principles which have been presented.

1. The great principle of creative self-activity, which requires the child to observe and thus make the external internal, and then to express from within and not from without.

2. The use of type forms as leading to the ideal.

3. Freedom in doing, thinking, and expressing.

4. The law of opposites and their mediation.

It is to these Kindergarten principles that we must look for the foundation of Art Education, the principle of creative activity being the all-embracing one which Froebel would develop to the highest art. For this he laid his foundations broadly. He divided all forms into forms of knowledge, forms of life, and forms of beauty. The forms of knowledge are the ideal forms of geometry; the forms of life are the forms of our environment, including not only the forms of nature, but also those of all the accompaniments of life; the forms of beauty are expressions from

within. Here Froebel, though without art training and study, shows himself in close connection with the highest ideals of art. He makes beauty a spiritual essence, and from it would bring forth "beauty of line, beauty of light and dark, beauty of color."

Hence we see that by art, Froebel did not mean at all a representation of nature, although he was second to none in a love for nature, but rather the working out of an ideal from within. Speaking of himself at the age of twenty-five, he says:

"I so lived in nature that artistic or human work did not exist for me. Therefore it cost me a long struggle to make the consideration of the work of man a subject of elementary culture."

"It was for me a great widening of my inner and outer sight when at the expression 'outer world' I thought of the realm of human work."

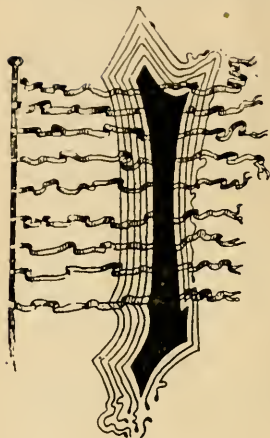
"So afterwards I sought to make everything clear through man, through his relation to himself and to the outer world. For in everything, in life and religion, hence also in art, the ultimate and supreme aim is the clear representation of man as such; for it aims to represent in everything, particularly in and through man, the eternally permanent, the divine."

Thus a careful study of Froebel shows that the principles of the Kindergarten are the highest art principles, and hence should be the foundation for art education in the public schools.

MARY DANA HICKS.

Boston.

GEORGE WASHINGTON—A SKETCH.*



N 1732, on the 22d of February, George Washington was born to Augustine Washington and his second wife, Mary Ball. He was the oldest of six children, married Martha Dandridge, the widow of Daniel Parke Curtis, died December 14th, 1799.

In his youth he wanted to go to sea as a midshipman, but gave that up to study surveying. As a young man he took great interest in training the militia of Alexandria and many of its people went with him on his march against Fort Du Quesne.

He was much in Alexandria, it being near the estate of Mount Vernon, and was always very enthusiastic in helping put out fires. While riding through the town in the last year of his life he saw the "Friendship" engine proceeding to a fire, but going very slowly, from its being insufficiently manned. Calling to a group of well-dressed men standing near—"Why are you idle there, gentlemen? It is your business to lead in these matters," he leaped from his horse and seized the ropes (for they were not drawn by horses at that time). His action created such enthusiasm, that the old engine went to the fire as it never did before or since.

When the Second Continental Congress met in Philadelphia, May 10, 1775, George Washington was appointed commander-in-chief. At Cambridge, Mass., July 3d, beneath the spreading elm, ever since famous in song and story, Washington assumed command. He was a tall, finely formed, dignified man, with a noble air, and dressed according to the fashion of the time in a blue, broadcloth coat, buff small-

*The following sketch of Washington's life has been arranged for special reference help of teachers, and has been gleaned from authentic sources, and can be adapted into song or story by each individual.

clothes, silk stockings, and a cocked hat. As he wheeled his horse and drew his sword, a shout of joy went up from the crowd. Mrs. Adams, who witnessed it, wrote: "These lines of Dryden instantly recurred to me: 'Mark his majestic fabric; his a temple sacred by birth, and built by hands divine; his soul's the Deity that lodges there; nor is the pile unworthy of the God.'"

During this winter Washington was quartered at the house of Isaac Potts. One day while Potts was on his way up the creek near by, he heard a voice of prayer. Softly following its direction, he soon discovered the general upon his knees, his cheeks wet with tears. Narrating the event to his wife, he added with much emotion: "If there is any one to whom the Lord will listen, it is George Washington; and under such a leader our independence is certain."

After the close of the war, before Washington left for his "beloved Mount Vernon," he summoned his officers, to meet and take their farewell. Col. Berry Tallmadge, in his *Memoirs*, gives the following account:

"They had been waiting but a few moments after the appointed time, when the general entered the room. Amid breathless silence he turned to his officers and said: 'With a heart full of love and gratitude, I now take leave of you. . . . I cannot come to each of you, but shall feel obliged if each of you will come and take me by the hand.' Gen. Knox, being nearest to him, turned to the commander-in-chief, who, suffused in tears, was incapable of utterance, but grasped his hand and they embraced each other in silence. In the same affectionate manner every officer in the room marched up to, kissed, and parted with his general-in-chief. They then followed him to the barge, where a crowd had assembled to witness the departure of the man who, under God, had been the agent of establishing the glory and independence of these United States."

Although he preferred private life, after five years he was again called into public life by the unanimous wishes of his fellow-citizens, who insisted that he alone was worthy to become the President of the United States.

He retired March 4, 1797, returning to his home at Mount Vernon, where he spent the last two years of his life in putting his household in order, seeming to have a premonition of his approaching end.

Washington was a great man in small things even. He attended scrupulously to the details of life.

He regularly voted at all elections, always making it a point to vote early. An anecdote is told of the election in 1799, the last year of his life. The polling-booth was in the second story of the building, and the flight of outside steps by which it was reached had become old and shaky. As the general reached the steps he placed his hand on the railing, and gave a shake to test its security. Instantly a score of brawny shoulders were placed beneath the steps, and not a man moved until the venerable chief returned to firm ground.

At his death, Europe and America vied with each other in doing homage to his memory. Said Lord Brougham: "Until time shall be no more, a test of the progress which our race has made in wisdom and virtue will be derived from the immortal name of Washington." It has been beautifully said that "Providence left him childless, that his country might call him father."

KINDERGARTEN LEGISLATION.

IT is quite gratifying to the older workers in the Kindergarten cause to recognize the rapidly increasing sentiment in its favor. It has not been many years since it was quite common to hear prominent educators speak of the Kindergarten as a mere fad, and prophesy that it would be short lived, and would soon give way to old methods. But now every intelligent person who has taken the time or trouble to inform himself on the subject recognizes the fact that the Kindergarten has come to stay, and that it soon is to be a component part of the public schools.

To appreciate what a rapid change of sentiment there has been in a few years in the minds of prominent educators, we need but remember with what opposition the Kindergarten was made a department of the National Educational Association only eight years ago, and note that now no other department is so largely attended, and in no other is there so much interest and enthusiasm. But a few years ago only a very small number of the leading educators would have cared to risk their reputations by speaking in public in favor of making the Kindergarten a part of the public schools. But at the international meeting of the Canadian and United States Teachers' Association in 1891 the passage of the following resolution elicited rounds of applause from thousands of the leaders assembled at the time:

Resolved, That we view with pleasure the spread of Kindergarten principles and methods, and trust they may be generally introduced into the public schools. To this end we recommend that the different states secure the necessary legislation that will enable communities to support and maintain free Kindergartens at public expense.

A similar resolution was adopted at the national meeting in 1892. At the meeting of the Illinois State Teachers' Association in 1890 the following was adopted:

Whereas, We deem it highly desirable that the Kindergarten instruction should form a part of the public school system of the state, therefore be it

Resolved, That the General Assembly of the state at its next session be requested to pass a law making it possible for school authorities to make suitable provisions for the instruction of children from four to six years old.

And at the large meeting of the same body held last month at Springfield a similar resolution passed, and the State Superintendent of Public Instruction was requested to present the matter in proper form to the Committees on Education in the Legislature. The same sentiment has been growing in the minds of parents and the masses in general, and in many places the people have established free Kindergartens in connection with their schools, notwithstanding the fact that they were obliged to violate the law in so doing. Thus it will be seen that the people are ahead of the laws, and the demand is imperative that legislation shall be had.

In 1891 a bill for establishing Kindergartens was introduced in the Illinois Legislature and was favorably reported by the committees and passed to the third reading with little or no opposition, but failed to become a law on account of the abrupt adjournment of the Legislature. A similar bill has recently been introduced in the Illinois State Legislature now in session, and the prospects are that it will become a law during the session, provided the friends of education make their wants known to the men they have helped to send to Springfield to serve them.

A similar bill is reported to be also before the Legislature of Colorado. Michigan and Indiana have had suitable laws for three or four years. Wisconsin, Iowa, Minnesota, and several of the other western states have no restriction in regard to school age, so Kindergartens are gradually taking their proper place as a part of the public schools in all these states.

From the above it will be seen that the people demand a recognition of the Kindergarten, and that the laws are everywhere being shaped with reference to the demand, and it cannot be very many years till the Kindergarten must be a component part of the public schools wherever free schools exist.

THOMAS CHARLES.

EDITORIAL NOTES.

NO KINDERGARTNER can afford to be without the January number¹ of the *Century Magazine*. It contains one of the most valuable contributions made to current Kindergarten literature. It presents a full, comprehensive survey of the Kindergarten movement from every possible standpoint. Own a half dozen copies and loan them to your ignorant or skeptical friends.

TALCOTT WILLIAMS, the author of this article, has flooded it with so much excellent literary and artistic merit, that it must be given a place among the permanent literature of the day. The opening illustration of Froebel, the originator of the Kindergarten, is an effective half-tone reproduction of the picture owned by Milton Bradley, and familiar to hundreds of little children who have kept the Froebel birthday in our own Kindergartens.

WHAT a compendium of Kindergarten facts, fiction, and history this article proves to be! We find broad comparisons between old and new methods of education; we are given glimpses of Froebel's life, work, and philosophy; the history of its rise from small beginnings in little Switzerland, to the sweep of statistics which prove it a universal movement; a sketch of every other country where it has touched; its phases as a missionary, educational, religious, and common school factor.

THE man who shrugs his shoulders and says the Kindergarten is a woman's fad, may safely be referred to this article. The school board or superintendents who close eyes and ears to its claims, that they may not be disturbed or displaced in their old ways, can have no better remedy than this array of facts. The thousands of good folk all over this country who have never heard of the Kindergarten, or who think at best it is but a local movement, can be drawn into line by the sound testimony of this article.

QUOTE this statement seven days in the week: In 1870 there were only five Kindergartens in this country; to-day there are 3,200.

THERE is a growing demand among manufacturers for manual training school students, to put in charge of factory work of all kinds. The leading manual training schools of the United States have more orders for positions for their graduates than they can supply. Through the statistics of the United States Department of Industrial Education we learn that ninety per cent. of employers interviewed as to the comparative usefulness of trained or untrained workmen, state the qualifications of the former far in advance of the latter. From the same source we learn that the wages are forty per cent. higher for first-year graduates than for untrained men of the same age. The Girard School, of Philadelphia, taking orphans to educate and father, pledges to care for them until twenty years of age, and secure positions for them. Before the manual training department was added, it was with difficulty that permanent work was secured; to-day there is no difficulty, and the boys and girls keep their positions and are in demand, because of their practical training.

KINDERGARTNERS are awakening to their responsibility toward legislative education. They should unite in their efforts to petition state legislatures to investigate the question of early training, even though they secure no immediate results. The action of the Kindergarten Club of Chicago is an excellent precedent of procedure. Local option Kindergarten bills should in time reach every assembled legislative body.

THE three great names of Washington, Franklin, and Lincoln present themselves for February consideration, and in the columns of the KINDERGARTEN MAGAZINE and the *Child-Garden* we bring materials concerning these lives that will greatly emphasize the patriotic thought of this month's programs. Franklin, the practical idealist, who was first

to raise his hands in benediction of our land as a nation, first to trust and first to serve, is to this latest hour blessing us in his wonderful and practical demonstration of electricity. The life and deeds of Washington are a never-lessening delight to the children, and very little can be added to what is already in use. Then comes that star among the men of our own time, Lincoln, with the tale of emancipation and humanity such as history can scarcely have repeated. It is so closely related to our present conditions that it must lend a wonderful store to the month's work in the Kindergarten. February marks an epoch in each Kindergarten year, where patriotism, love of fatherland and home mingle in one heart-throb, and the youngest child, as well as its guide and teacher, comes under the spell of the wonderful time.

OFFICIAL NOTICE. —The management of the special Kindergarten Congress, to be held in Chicago from July 17th to the 24th, desires the help of all students of child nature, in bringing to this congress the best results of individual study and experience.

To this end it has been determined to ask most earnestly, that all who may feel disposed to do so, prepare short theses for presentation at this congress, upon any phase of child culture, the same to be subject to approval of a sub-committee appointed for that purpose, from the Advisory Council.

The rules governing this sub-committee are as follows:

1. All papers must be in the hands of the Chairman before May 15.
2. Theses must be limited to 2,500 words.
3. The committee reserves the right to appoint a reader for the papers, should it be deemed necessary.

The exact time for the presentation of these essays will be announced in the official program.

[Signed]

MRS. E. W. BLATCHFORD,
Chairman Local Com. Kindergarten Dept. W. C. A.

MRS. A. H. PUTNAM,
Cor. Sec'y.

Room 216, Home Insurance Building, Chicago.

PRACTICE WORK.

WHO WILL VOLUNTEER?

The following twelve leading questions have been submitted as a practical test of the general as well as the specific knowledge of Kindergartners. For the best answers to the same, written out in plain, readable English, and mailed to this office before March 1st, we will send three yearly subscriptions to the KINDERGARTEN MAGAZINE or *Child-Garden*, to any address named by the successful writer. The answers may not exceed fifty words each, numbered according to the questions. The most worthy answers of this list will appear in the KINDERGARTEN MAGAZINE.

1. What is the special gain in moral development, through the child's attendance upon a good Kindergarten?
2. Does this training develop a love of truth?
3. Does it make the child kinder to other children, and more humane in his treatment of animals?
4. What influence does the Kindergarten have upon the happiness of the little child?
5. How does the Kindergarten aim to train the eye, the hand, and the voice?
6. Does the child who has been trained in the Kindergarten, as he grows older, see more in nature than the child who has not been so trained?
7. Do you think the Kindergarten should be made a part of the public school system? Why?
8. Are children made less easy to control through having attended the Kindergarten?
9. Are some of the objections that have been urged against the Kindergarten, due to the fact that some have entered upon the work without qualifications for it, and without adequate training?
10. In the absence of Kindergartens, at what age should children be admitted to the public schools?

11. In great cities, is it safe to let those children who have not *home* instruction, have *street* instruction until they are six years of age?

12. What is the influence of a well-conducted Kindergarten upon a small community?

OUR ROUND TABLE.

A half-dozen Kindergartners, all like-minded and equally full of enthusiasm, have arranged to come together once a week, or whenever the convenient season is arrived, to discuss all the questionable points of our work. Our first meeting took place in November, and the subject for our serious and candid consideration was the following: "How much of the mother-element should a Kindergarten bring into her work?" The following points were made, back and forth, by the members of our free-speech club:

What are we to understand by the "mother-element"?

Of course we do not for a moment think it to mean the coddling, or sugar-sweet way of treating children, which some people call motherly.

I understand it as Froebel expresses it so many times, the thoughtful, earnest care or guardianship of children.

Can any one but the real mother have this? It seems to me not.

But we certainly pretend and mean to do as well for our Kindergarten children, or better, than their mothers at home.

It comes to me that if we have the *sincere wish* to do all that is in our power for the children in charge, that we will put the right kind of mother-feeling into our work.

Yes, but we must be wise and intelligent, too, in carrying out our noble desires.

I know a lady who strives to be a most conscientious mother. She is with her little daughter constantly. She reads to her a great deal, and finds it so difficult to find stories and rhymes that are all right to read through! She leaves out some parts and adds others. Would you call her a wise, intelligent mother?

Yes; mothers go by instinct. But teachers are not always so keen.

I think the child can be held as an individual, separate and apart from his mother, and that there is why we do not need to be to him as his own mother.

Froebel teaches us that each child is a spiritual creation, and that the individuality of each must be held as sacred as that of the greatest men of the age.

We are apt to forget this when in the thick of our work. Surely the time has come for us to believe it so strongly that we cannot lose sight of it for an instant!

The child lives in his feelings; he feels first, then thinks. The motherly influence, it seems to me, should touch his feeling, his forming thought. We certainly should envelop all our work of the Kindergarten in motherliness in its truest sense.

When giving a gift-lesson, the feeling often comes to me that I am failing entirely; that I am not giving the children anything but husks. Even when they do just about what I hoped they would, and when the connections are all properly made, there still haunts me the thought that it is all vanity. How would you explain that?

Perhaps you have not been feeling what you do. Or it may be, that you were trying to teach the children, instead of helping them to express their feelings.

Get the feeling right, and you have a beautiful lesson every time! What we are trying to do is, after all else is said and done, to get ourselves and our children back to right feeling—spontaneous and genuine feeling.

Then I should say that the mother is the one who *feels* the needs of her children, and supplies these according to her sincerest feeling.

Do you know Miss C.? She is one of those blessed teachers who bring real motherliness into her school every day. She is not sentimental, but strong and genuine. — *Sec'y Round Table.*

EVERY DAY IN THE WEEK.

FRIDAY—SWEEPING.



After "Good-morning" has been said and sung, with other favorite songs, Annie comes up with the information that she knows what day it is and what her mamma is going to do to-day. But will she tell? No, she wants me to in-

troduce the subject before she parts with her news. So I begin: It requires a great amount of work to keep a home looking well. Sometimes the rooms look so untidy and the floors so dusty! Then it is quite time something should be done. Who can tell me what? This is the time and place for which Annie has been waiting. "Sweep!" she says with importance. "And what other name has sweeping day?" "Friday;" Annie speaks again, and now rests satisfied.

Who can tell me a little story about Friday, sweeping day? Let the children come as you name them, to tell in simple sentences some experience of that day.

Walton tells— "My mamma has two brooms and a dust-pan." We encourage him further, by asking what mamma does with them. Nellie says, "My mamma sweeps the kitchen every day, and puts the dirt in the stove." This will help the children to right expression, and also show whether or not they have been observing. In time they will tell easily everything that occurs within their own experience. After the children have told us their different stories we will play some of them, putting on our sweeping caps and aprons, then showing how we use a broom, carpet-sweeper, and duster. The children enjoy choosing one child to go into the circle and show some of these actions, while the rest try to guess what he is representing. To-day we will let them represent any day in the week, and see

how quick we will be in guessing whether it is Monday, Tuesday, Wednesday, Thursday, or Friday, and what act of what day is being represented. If the pianist is apt, she can help also, in giving us a rubbing, smoothing, or dusting movement.

When we have returned to our tables, give the children an opportunity to tell what they think our work is to be to-day. While listening to their suggestions, if you think them feasible, let them carry out their own ideas as regards sweeping day, or else include them in the work you have already planned.

With the third, fourth, and fifth gifts—sticks, beads, or other suitable material—let the children make the furniture for the sitting-room. Each child could make one piece and move it to the center of the table, or each child could make the entire set, just as seems best.



“These rooms certainly need straightening. Elsie, what do you think would be the first thing to do to get ready for sweeping day? Get the broom and sweep dust all over everything?” “Cover them over with a sheet,” says Paul. “Put the chairs in the hall,” says Ida. “Tie a handkerchief ’round your head.” The suggestions come thick and fast now, so after discussing ways and means we decide it would be best to make something to put over the hair, to keep it from getting dusty. We find some of the mammas wear caps, others handkerchiefs, and still others nothing. We will have both round and square folding papers, letting the children choose which they prefer, and make either caps or handkerchiefs as they wish. The squares are folded neatly into triangles, while the circles are creased and turned side-ways on the diameter and diagonals.



Some of the children want aprons also, so cutting paper and scissors are passed and they go to work with a will, cutting (free hand) aprons. Some are bibless, others have

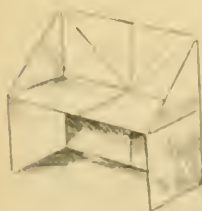


strings, sleeves, and pockets, showing how each child carries out his idea of a particular apron he has in mind.

"How can we make a broom? Of what would you make it?" "A stick for the handle"—hesitating. "I know: a half ring for the top, and small sticks for the straws."

We try it, and are not exactly satisfied; but no one can think of a better way, unless we draw and cut one out of paper. While we were talking about the broom, Austin has been making a very good dust-pan with his material.

I show them how to make a feather duster by snipping the edge of a paper strip, rolling it tightly around a stick, and fastening the edge with paste. "This is only to dust the pictures with." The play now begins of moving some of the furniture away, covering the other with handkerchiefs and papers, sweeping thoroughly in the corners, allowing the dust to settle, and rearranging the furniture as only housekeepers do. I have seen a child take the second gift, use one of the little sticks for a broom, sweep out the corners of the box, dust off the stove, put the other stick through a cube and call it a carpet-sweeper, go over the floor again, and finally arrange the so-called furniture, with all the zest and thoroughness of a real housekeeper.



Rugs can be made from the weaving mats, floor be laid with wooden tablets, and entire sets of furniture from cardboard modeling or folding papers. After the children have folded from paper the piano or high chair, and taken it home, they will often come back the next day with the entire set

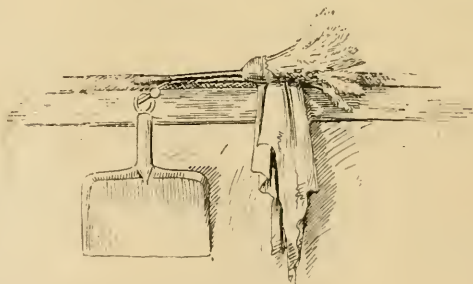
made from newspapers, by papa, who has been interested in examining the Kindergarten foldings. One little girl had her work arranged in a starch box, with paper dolls standing around in a sociable way.

In our own Kindergarten there are many things for little hands to do, in keeping the rooms orderly. We always keep a little broom in the corner, and it is considered a privilege to be allowed to sweep the sand from under the sand-table, dust the piano or desk, or wipe off the wash-bowl. At Christmas, when every child received a little broom, the mothers tell me they were appreciated more than their books, dolls, or toys received at home, and the enjoyment was more lasting.

The children are so helpful about the Kindergarten, that I know they could be an actual help at home, if mamma would only trust them with little tasks and see that they were always properly finished, remembering both for herself and the child, that—

Who sweeps a room as for Thy laws,
Makes that and the action fine.

—*Mary E. Ely, Armour Kindergarten.*



TWO SUGGESTIVE BOOKS.

"The Stories of Our Country," and "Ten Great Events in History," by James Johonnet, will be found most helpful and suggestive reference-books for Kindergartners in preparing their work on patriotism and home history. Mr. Johonnet, who has defined so many things clearly and lucidly, says this of patriotism in the prefaces of these books:

"The Icelanders, who live amid the cold and desolation of almost perpetual winter, have a proverb which says that 'Iceland is the best land the sun shines upon.' In spite of all their hardships and privations, they cherish an intense

love of country, and when transported to more genial climes, many a poor exile has pined away his life from pure homesickness. The Icелander loves his country; not for what it produces, not for its beauty, not for its riches, but because it is *home*. In the little hut, half buried in the snow, he was born, and there he grew up under the watchful providence of mother-love. Around him were loving kindred,—father, brothers, sisters, grand-parents, and all—and in this spot, where home-love was born, are concentrated the profounder emotions of his nature. But the home reaches out to other homes, and patriotism, or love of country, is born, and becomes a dominating sentiment in his heart and brain."

There is a hint here to all teachers, of how to begin in the home, in the small circle, to foster that disposition which shall enlarge into a national patriotism. Mr. Jolionnet continues: "This sentiment of love of country and loyalty to its interests is not the monopoly of a nation or a race, but belongs to all men and all ages. Having its birth at the fireside, it is nurtured by the story of the daring, the suffering, the courage, and the endurance which made homes possible."

"Patriotism, or love of country, is one of the tests of nobility of character. No great man ever lived that was not a patriot in the highest and truest sense. From the earliest times, the sentiment of patriotism has been aroused in the hearts of men, by the narrative of heroic deeds, inspired by love of country, and love of liberty." The chapters of the "Ten Great Events" cover the historical denouments from the Homeric-Greek period down to our own Battle of Lexington, gives a connected view of the vital epochs in history, gives the reader a most comprehensive and philosophic review, in the light of which he or she cannot fail to make history interesting to the children. The closing chapter of the book, "Lexington and Bunker Hill," is a most spirited and graphic account of the American Revolution, preparatory to history work for George Washington's birthday; England is described as the parent, New England as the son. We quote again:

"So sped the years until after the French War—until the last of England's rivals had been effectually subdued. Now England, for the first time, seems to have been brought face to face with her sturdy offspring. Now she deliberately planned to make him useful—pay her debts, fight her enemies, subserve her interests, first and always. Here trouble began. The son had an equal share with the parent in Agincourt and *Magna Charta*. He was confiding and unsuspicious, but the experience of three generations in the wilds had accustomed him to freedom, and had given him hardihood. His shoulders were broad, but it was difficult to bind burdens upon them against his will. As the policy of the parent dawned upon him, first came incredulous questioning: 'What does this mean?' then protest, showing the injury, and suggesting, 'There must be some mistake!' Last came conviction of intended injustice, the hot wrath, and the emphatic statement, 'I will not obey.'"

This gives a little touch of the figurative but lucid style of the book, which utilizes all the strong poems bearing upon its theme. "Paul Revere's Ride" is inserted in this chapter, thus letting the poet tell how the news of self-rights was carried through the country.

"Stories of Our Country" takes up the historic narrative here, and follows out the facts and acts in spirited and natural style.

SKETCH OF WORK WITH SECOND GIFT.

In using the Second-gift forms in play with the little child, I find there is danger in dramatizing too realistically with them. For instance, dressing up the forms in little paper shawls or caps to make them appear like children or people, seems to me is an extremity which the Kindergarten falls into, when she is supplying all the ideas and not trusting sufficiently to the child's imagination. I heard the sphere once called a "dear, chubby, fat, little mamma." I should say the comparisons should be made according to the activities of the objects rather than to passive qualities. The child left to himself imitates the *activity* of things and people as a rule. He plays steam-engine, because it is a

going, speeding thing. He drives fiery horses, beats a drum most vigorously, prefers the soldier on the march, and the busy cobbler to less active creatures. In dramatizing with the gifts, they should be used as materials to the end of producing, working, constructing, or, as in the case of the Second Gift, as representing the activities of units.

The following little story has been adapted from a play given in a Kindergarten at San Diego. It should be accompanied by the forms clearly illustrating every thought suggested, and these latter should be drawn little by little from the children, who in this case are the babies of the Kindergarten:

"Are my children all ready? When I went to the cupboard this morning, some little folks there whispered in my ear that they would like to come and visit you to-day. You can imagine that I told them you would be very happy to see them. Now these little people live all together in a nice brown house, which is just large enough for them all to get inside and close the door upon them. They have enough room for each one to keep his own place, and no more. They have just come to say, How-do-you-do to-day?"

This much may be said by way of introducing the three forms, which are new to the children, the Kindergarten keeping the single box in her own hands. When the children have all peeped into the box, let them give a guess at what the little visitors are like. It may be quite time to put them away at this point, although the length of talk and time must be adjusted to the interest of the children. To continue in the same way as before, have a little chat over the forms of the gift, on these topics in turn:

What they look like.

What they say.

What they can do.

What shall we call them?

"Our little visitors can speak like yourselves. Listen quietly and you will hear what they have to say. This one can speak so loudly all can hear him, and so softly that only the one he is talking to close by, can understand. He

will come to each one of you, and I am sure you will answer his How-do-you-do to-day? Do you hear him? How-do-you-do?"

This presentation of the sound of the forms is more controlled than the action, and if carefully filled with meaning and interest will prevent much of the rollicking noisiness which is apt to accompany later individual play with the forms. Having put meaning in the sounds in this way, and beginning right with the babies, will greatly obviate the difficulty.

"What can they do? This one is ready to play and frolic. She runs, hops, skips, and jumps, like boys and girls. You will have to be pretty nimble to catch her at all. When she stops just a minute she seems to shake all over; then you give the gentlest little push, and away she goes." In this way, at the children's own prompting all the activities of the sphere may be brought, — which is no more or less than the dramatizing or picturing the children's own doings and goings and playing, and at the same time brings about an analysis of the forms.

"Listen to the story which this one, standing here so still, can tell. He is very wise, for he has been all over the world. He has visited all sorts of children; has been in the gardens and houses of great kings. He has lived in high trees and looked down upon children playing in the shade. It has made him strong to see and know so many wonderful things, and now he likes nothing better than to carry heavy loads." The play with the cubes may be thus suggested.

The suggestion of the materials of the forms will come little by little to the children, and these facts should be the means to the end. Later, plenty of free play and imaginative constructing with these solids will follow naturally. Mere fanciful comparisons of these to other things are unnecessary, since the forms present in themselves such a variety of general, common qualities of things. These qualities will compel a name from the child for each distinctive form, and his own name for them will often be

found to be more suggestive and comprehensive in meaning than the school-accepted terms. A. H.

HOW "KING WINTER" WAS LIVED OUT IN OUR KINDERGARTEN.

It was very warm weather for December. The children on their way to Kindergarten were seeing the unusual spectacle of dandelion "night-caps" the size of beans, dotting the still green lawns, when the Kindergartner told the "Mother Nature" story (as printed in the January number of the *KINDERGARTEN*), and as usual there came requests to "let us play it." So one child was asked to be Mother Nature, and those who wished might be her plant children, and the others were sunbeams dancing around and among the warm, thirsty, restless, though sleeping, little plants. There was a pansy and a daisy and a crocus or two, and a good many "dandies." Mother Nature had her hands full, covering and tucking in whenever she saw a head pop up. Then the sunbeams were changed into plants, and the plants into sunbeams, so that all might share the activity. Seats on the circle were resumed, and the song "Where do all the Daisies go?" was sung by the piano, the children first listening, then humming softly the air. The younger children then went to the sand-table (dry, to-day), and, after a free handling, the assistant in charge began to play that her fingers were plant-children asleep under the earth covers, some of them lifting their heads to see if Spring had come. This proved attractive, and the little fingers all around the table were soon buried, and then one by one coming to the surface. It was suggested that one of the number be Jack Frost, to touch the restless little flowers and send them to bed again. This proved suggestive of other ideas, and the sand was, in succession, a river full of fishes and water beetles, and a lake with swimming ducks. The seniors meantime are at their work-tables with Fourth Gifts, representing trees, a winding river, a lake and solitary duck, a group of ducks, the water-

trough, a house for the ducks to go into at night (the box representing the corn-bin); followed by free-hand drawing of the story-incidents on the blackboard. During the dictation at beginning of lesson, number, direction, and measurement puzzles were given. How many blocks does it take to make the sides of the water-trough? How many twos does it take to make four ducks? How long is the corn-bin? How high? How many inch cubes could you put inside? and so forth. The connecting class have been given thirty-two (equilateral) triangular tablets each, and have made a falling maple leaf and then drawn it on rough paper with carpenters' lead pencils (extra soft); have seen and read the sentence "This is a leaf" on the blackboard (all being known words except leaf), and have written it from memory, the new word included. All grades are now called to the circle, and their bodies exercised and minds rested by skipping, followed by any game they choose to play. The juniors then go to their work-table and sew a circle of radiating lines in yellow, to represent the wakeful dandelion. The seniors fold gray and white ducks (table-cloth series), first from direction and imitation, then from memory, and paste the group on a sheet of blue paper for their book. Connecting class are making sets of Hailmanne number mats to-day, beginning the number six. They weave from direction, paste on book sheet, and then read. First child reads first row by "and"—two and two and two are six. Second child by color—four (of one color) and two (of the other color) are six. The next child by division—six divided into twos is three. Next by minus—six minus four (covered up) is two. Then write it by figures. All grades come to circle, to sing, and are dismissed.

Tuesday. The words of the song "Where do all the Daisies go?" were given and sung. The children were asked to tell the story, and Mother Nature's call on King Winter was dramatized, the children being allowed to play it as they thought best, with a suggestion or two from the director or assistants. One child suggested telephoning to Winter, and that was done. Jack Frost was chosen and sent out on

the pony (his own stout legs), and some children were trees, their fingers being the few dried leaves. Others were the fishes, water beetles, frogs, and turtles. Some were dandelions with raised heads, and Jack stopped to let them flee his cold finger. Then all were changed to whirling, dancing, wind-blown leaves, that finally settled quietly on the chairs and were changed to people. One child is called to the center of the circle and asked to shut his eyes. He is told that he will receive something that Jack saw on his way. A withered leaf or bare twig is put into his hands to see if they will tell him what it is. Other sense tests are made, and then the juniors take their chairs to the table, and are given the First Gift. The balls are sleeping flowers that are too warm, and are pushing the covers (the child's hands) off. Jack goes around the table and touches them. Then the balls are leaves on trees (arms held above heads for wind-blown branches) and drop quietly down, and then are swimming fishes, crawling turtles, jumping frogs, swimming and flying ducks, sliding children, snow-balls to be made and thrown up and caught. The lesson to be followed by free-hand drawing with colored chalk. The seniors are employed with the sand-table (wet). Each child is encouraged to work out a landscape such as Jack Frost traveled through, — river, island in river, lake, mountain, duck-pond; then, leveling the surface, trace with finger a picture, — trees and mountains and farm-house, or the picture on the farmer's window. The connecting class have made a barn or farm-house with sticks, have drawn the outline, measured it, made number puzzles, learned to read a sentence with same foundation as before, and new word "barn," and written it. After the circle games, which are not connected with the subject unless the children do it themselves, the juniors arrange and paste colored circles and the seniors sew an outline duck.

Wednesday. On Wednesday the children, after singing the songs they choose as "good ones" for our story, tell the part of the story they wish to dramatize. To-day Jack finds the duck. A circle of children form the pond on which floats the duck. Jack calls, and he follows to the farm-yard,

finding the three tame ones. They are kind to him, and give him some of their corn. Sense games are played; grain and such things as ducks like to eat are used. Then for an activity, we are all wild ducks going south. We fly until tired, and then stop to rest and eat and drink and bathe, and go on again. The juniors are given the Second Gift, and play the ball is a beaver swimming around in the river; finds a tree (a cylinder) growing on the bank, and cuts it down, floating it to make a beaver dam. The cube represents the beaver's house. The beavers may work on their houses, going for mud, diving under water (in laps under the table), etc. The seniors may have the Fifth Gift and make Winter's palace.

Thursday.—Let the children tell more of the story, and dramatize the picture drawn on the farm-house window,—the children seeing it in the morning,—going to feed the ducks and finding the slide. For an activity all can try the slide. The juniors may have the Third Gift and make the farm-house furniture,—a window, fire-place, chair, bed, etc. The seniors, with obtuse isosceles triangular tablets, can make Jack's cap, Winter's crown, rows of icicles on the farm-house roof, and draw the same on board (in mass); and for occupation they may weave a carpet for the farmer's children, while the juniors fold Jack's cap and shoes from the triangular papers.

Friday.—On Friday the story can be told by the children, the Kindergartner beginning it, and each child who can, telling a little of it. Form the children into a cloud-ship, for Winter and the Snow King, and let them sail slowly, throwing out snow on the earth. Change all into children, who shovel paths, sweep walks, play snow-ball, and finally go to ride in a big sleigh with bells. The juniors may have four-inch sticks, and represent anything they wish about the story, and then draw it on the board. The seniors may have a choice of material to make anything they wish, relating to the story. The circle games may begin with skating to waltz music, and the occupation will be clay. The children will be guided into connecting their work with

the story. The director will probably make a duck, or beaver, or beaver's house, or a window with a frost picture on it, or a dish, or basket of corn for ducks.

The children should have gained by the week's work an idea of the friendliness and use of the Winter season, and a new concept of Jack Frost, who is too often pictured in a way that seems to put a premium on mischief. *Jean McArthur.*

BIRTHDAY BLOCK LESSON.

The Washington Monument. (A good name is rather to be chosen than great riches, and loving favor rather than silver or gold.)

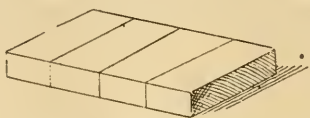
"Children, do you know any one who is not living now, but whom we remember with love?"

"Grandma," one says; another, "Abraham Lincoln," and other different replies.

Teacher.—Yes, I would much rather have a good name than houses, horses, farms, or money. Suppose this house should all burn up some time when you are at home. In the morning you would find no little chairs, no little table, nothing for you to work with. I would go then to find another house, and I would tell the man that had the house, I have not any money, but as soon as I have, you shall have it. Then I would go to the furniture store and say, "Furnish my house and I will pay you as soon as I can." They would perhaps say, "We know that you always do as you promise to do, and you can have what you want."

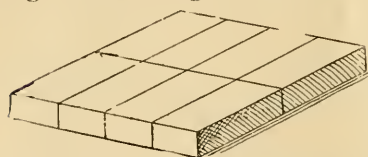
Now you see, children, although my house and furniture burned up, my good name did not. Now we are going to build a monument for a man who left a good name, and you have all heard it, I think. His name is George Washington, whose birthday comes this month. He was always ready to do everything that was for the good of the people. He did not care if he was paid for his work or not, and all people

were glad to follow him and take his advice, because he had such a good name for being truthful and honorable. In a beautiful city called Washington they have built a monument which is the highest in the world, that every one who looks at it may remember how brave and honest and true Washington was, and wish they might be like him. (After having opened the

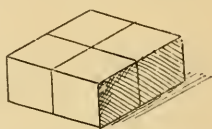


Fourth gift, children observe that there are four layers of two bricks oblongs are lying

on their largest faces. One layer is taken off after the

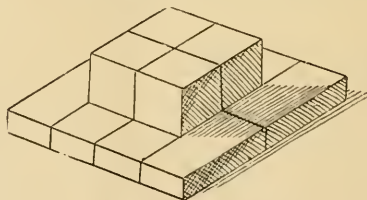


other, the first two layers forming an oblong,



also the third and fourth, which are joined together to form a square.)

Children, begin to build a part do we the roof or the

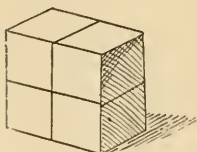


when we house what build first, foundation?

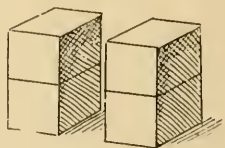
What part

of our build-

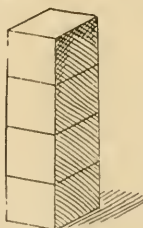
ing do you think we have made? The foundation? (The



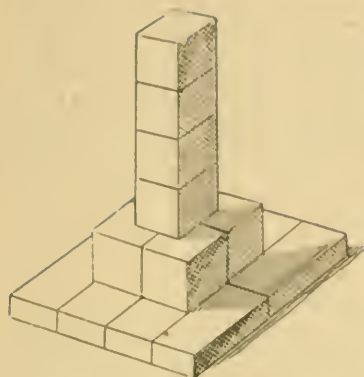
square is pushed away a little and the Third gift box is opened. The eight cubes form two lay-



ers only, the first layer up and placed in the mental square. Half of small cubes are then the two front cubes. cally up and down into half is placed on the and then made higher by placing the second pillar above it.)



or half the cube is lifted middle of the funda- the remaining four lifted up and placed on This is divided verti- two pillars; the right foundation in the center,



Now, children, whose monument have we made? That of George Washington. But do you think we need a monument to remember him? (Teacher may have an anecdote ready of his life, showing how brave and true he was as a boy. Perhaps the one where he tried to break a favorite sorrel colt of his mother, etc. L. P.

MUSICIANS IN THE KINDERGARTEN. (NO. II.)

The discussion of practical musicians and their duty in the Kindergarten has been continued by the principals of the Chicago Free Kindergartens. Let us examine the different chords, in their varying positions, and find what influence they suggest. The restful effect of the tonic, the rousing quality of the dominant, the grave, subduing sub-dominant, were all played and recommended for careful home study.

The questions were asked, "What is it that the child feels in music?" "Is there not great danger in over-taxing the emotions of the children through the music?" Pure, true music never over-excites. What do we "children grown" get from music? What do we hear apart from our critical or technical appreciation? Try to listen as a child would who is actuated by feelings rather than by thinking.

"What should be the standard of the music played in our Kindergartens?" Such worn-out compositions as "Maiden's Prayer," or the temporal snatches called "the latest," are excusable only under absolute pressure of circumstances, viz., when the pianist knows no others. These are not, as a rule, pure music, and take up the time and opportunity

of better things. The child, in hearing the tinkling and rapid running of cheap music, develops a taste for the trivial and excitable. Music has its psychological causes and effects as well as other educational lines. Those providing the music in the Kindergartens to-day, are setting the musical standard for a generation of men and women twenty years from now.

COLOR GAME WITH FIRST-GIFT BALLS.

In connection with the color talks our children had seen the spectrum colors cast on the wall by means of the glass prism.

Six of the children sitting in a ring were given balls of the spectrum colors. We sang:

Here we have the colors all;
Red, orange, yellow, green,
Blue and violet—all are seen,

the ball of each color being held ready for rolling as it was named.

Now then, children, let them all
Come together at the call.

At the last word the children rolled the balls to the center of the ring, trying to roll them gently so they would meet, in which they succeeded very well after the game had been played a few times, learning to measure the force needed. Then they repeated the first words, after which six of the other children took the balls one by one and the game was repeated.

H. P.

PRACTICAL ANNOUNCEMENTS.

A department of information and teachers' bureau has been opened by the Kindergarten Literature Company, with special management, and we are prepared to advise Kindergartners as to positions and engagements. A complete survey has been made of the whole field and many positions are already opened for applicants, among which

are quite a number for summer work in the vicinity of Chicago, and for next fall in regular schools. The readers of the KINDERGARTEN MAGAZINE desiring positions are invited to register, sending their references and stating what position they desire. The most careful recommendations will be made, and the greatest of pains taken to bring the right parties into correspondence. To our regular subscribers the initiation fee is but \$1; to any one not on our list, \$2. Those desiring summer work should apply at once. Applications must be made and references given on separate sheets, and not included with any other business. Correspond with Kindergarten Literature Co., Woman's Temple, Chicago.

KINDERGARTNERS who are not reading the *Child-Garden* are missing a great many valuable contributions to their regular work. It is expressly designed to give the month's program of the Kindergarten to the children in the home, as well as supplement with fresh stories and rhymes this regular Practice Department, as its crowded pages cannot hope to do. Kindergartners should not depend too completely on old programs, tales, and rhymes. The creative work of the Kindergarten demands new stories, fresh applications, and original adaptations of every phase of the daily program, and that is just what *Child-Garden* aims to give.

PRIZE POEMS WANTED. Verses between eight and twenty-four lines, for a collection to be set to music by the most eminent composers in Europe and America. The verses must be within the grasp of the child, and not about children; sentiment and form to be true and telling. Above all the open vowel must predominate, to render the words easily sung. For those accepted \$10 will be paid, and the better ones will appear in the KINDERGARTEN MAGAZINE and *Child-Garden*.

THE Practice Department of the March issue promises splendid contributions to the "trade-life" demonstrations of the Kindergarten. There will also be a foretaste of Spring

botany work. Our readers everywhere who have special work in this direction should send in these suggestions early.

SEE stories of Franklin, Washington, and Lincoln, in *Child-Garden* for February, written with special reference to the month's patriotic program. *Child-Garden* is \$1 a year in advance. See special offer among advertisements.

DO NOT fail to look up our February bulletin of books and freshen your reading and illustrations for the months' work. Our advertising pages are full of information of a practical sort, and should be carefully examined.

TO ANY one ordering of the Kindergarten Literature Co., Woman's Temple, books to the amount of \$5, the *Child-Garden* will be sent free. For a \$10 order we send the KINDERGARTEN MAGAZINE free.

FOR portraits of Washington, Franklin, and Lincoln, also Froebel, send six cents each to Kindergarten Literature Co., Woman's Temple, Chicago.

READ the story of how paper was made, in *Child-Garden* for February.

MOTHERS' DEPARTMENT.

A FATHER INTERVIEWED AND HIS ARGUMENTS MET.

Within every one lies the power of right feeling, right thinking, and right doing. It only waits to be awakened, or called out from itself, to manifest this truth.

Since the time when Froebel discovered little children (in an educational sense he did discover them), slowly but surely the right feeling, and following as a necessity the right thought with reference to child culture, has been growing; and where thought and feeling are united the result must be harmonious work toward the realization of the highest ideals. So the future holds wonders for us in this direction. First, there were few great teachers, especially the followers of Froebel, then mothers who through their children or earnest Kindergartners, have been led to study child nature and look deep into the new thought in education, until now, we may count the teachers by thousands and mothers by hundreds who earnestly studying the laws of child development.

But perhaps the brightest promise we have is the fact that the fathers, who, though overburdened with work and mental application in other directions, are one by one beginning to realize that the subject demanding the most profound thought and loving care, and which will yield the richest returns, is *true child culture*; and that the noblest work is to help little children in every possible way to express the highest and best within them.

In this busy age, and especially in this, the year of the Columbian celebration, when every one is taxed physically, mentally, and morally to his utmost, it is a surprise—a glad surprise—to see fathers taking up the thought and work of the Kindergarten. But we shall see greater and happier surprises than this; for the time has surely come when little children lead and teach us. Not only the power of right

feeling and right thought has been awakened, but the work may be seen going on all around us.

Recently, in one of the suburbs of Chicago, where a new Kindergarten was struggling to exist, a father, whose two little children had attended for a time, withdrew them from the Kindergarten. The few earnest women whose business it was to look after the finances of the enterprise, sadly missed the few dollars thus lost to the treasury, and could not understand why he should keep the children out. It was my pleasure to call upon him with reference to it. I found him in the office of his large factory, just outside the town.

. After introducing myself, I said, "Mr. B., I called to ascertain why your little children are not in the Kindergarten. Have you any criticisms to offer?"

"Oh no," he said, "the Kindergarten is all right, for anything I know, and the children both enjoyed it when they went; but as the Winter is coming on we decided to keep the little one at home. Just about that time I had sent home from the factory a load of wooden patterns, which were out of use here, and which we could use for kindling. Would you believe it, the older little boy has been amusing himself with those ever since. Now, with a hammer, a few nails, and that kindling, I think we have a good Kindergarten in the woodshed.

"So it is, as far as it goes," I said; "but there is much in the Kindergarten that he does not find in the woodshed."

"Well, now, I should like to know the difference," said he.

In brief, I tried to show some of the advantages of the Kindergarten. I explained how that the development should be three-fold. Here in his woodshed the boy had physical training, it is true, but the child is a social being and needs the companionship of his peers, which he *has* in the Kindergarten.

In his woodshed he exercises his best thought and skill for his own amusement; *there* all his powers are called into action to reach a higher result for some one outside of himself.

Here he is alone, his word is law, his will and motives are unquestioned; *there* he is in a community, learning to adjust himself to the great world about him, to judge of right and wrong, and to submit to the right until it becomes such a habit that he chooses the right.

Here, the whole day is given to work with the kindling; *there* the time is divided into periods, with the varying occupations that he needs for his complete development.

Here, he is handling many different and complicated forms with no thought but his own to make classifications; *there* he handles a few typical forms until he knows them and can use them as a basis of classification for *all* forms.

Here, his thought is centered in self; *there* all his affections are called into action through sentiment, song, and principle, and find expression in loving deeds for others.

In the woodshed his hand may become skilled, his thought excited and his heart made happy, all of which are good; but in the Kindergarten his hand is skilled in many more ways and his thought developed in logical sequences. His ideals are ever higher and higher because he tries to live them; so his inner life is ever growing and he is capable of more and higher enjoyment each day.

"Well," said Mr. B., "this is a revelation to me; I had no idea of the Kindergarten before, and I assure you my children shall have the benefit of it hereafter."

This is only one of many cases where the fathers are beginning to awaken to the value of the new thought in education, and to work for the Kindergarten. *Mrs. O. F. Weston.*

"BRIGHTENING UP."

Around a Kindergarten table ten cheery-faced little ones worked as only ten earnest Kindergarten children can. One of them, making an invention ("convention," she called it), seeing her card looked rather dull from lack of bright color, said, "Please give me a little red to brighten up my convention."

The Kindergartner, seeing the bent of her mind, said: "And you want your card bright and pretty, do you? Is there not something else that is prettier by being bright? What is it, do you think?"

After waiting for a reply, and none coming, she said: "Little children's faces—are they not prettier when bright? Tell me how they can be brightened up and made beautiful?"

Answers came from all around the table, one saying, "By having rosy cheeks;" another, "By laughing."

The Kindergartner, smiling, said: "Yes, rosy cheeks are pretty, but a smiling face is prettier still. Our faces can look dull and homely, like the dark sewing-card, or bright and beautiful, just as we 'brighten them up' by being cheerful and happy. And now, children," she went on, "how does everything look when it is going to rain?"

All, speaking at once,— "Dark and cloudy."

"True. Suppose we let our faces look dark and cloudy, as if the sun were not shining." What a contrast! Ten little faces, gloomy and sad.

"Now let us brighten up our faces, and look like when the sun is shining." In a moment the smiles were rippling over every face, and the Kindergartner has the expression, "to brighten up," that will be availing with these precious ones in time to come.— *A. Bealart, Lexington, Ky.*

HOME RULE.

The following suggestive paragraphs are culled from an article which appeared in the December *Literary Northwest*, written by Mrs. A. Adams, who is not a professional Kindergartner:

We can imagine the grave, large-eyed new-comer thinking, "My mamma fancies I can do nothing but eat and lie still. What does she know about me? I can think some now. I am going to think more. I am going to walk, and I am going everywhere to look at everything above and below and round about, and to lay my fingers upon all I can touch and *hold* all I can."

This is literally true in about the order named; and of late, particularly since the influence of Froebel has been felt, the mother can find it all philosophically analyzed. I remember once seeing a set of statistics, made out by an observing physician, who had tabulated the physical and mental progress of the average baby. The co-ordinate use of the eyes he declared to be attained at four months, the ability to understand all speech appertaining to its own surroundings and desires at twelve months—and so on. Now, many writers have taken up this subject as to the ethical and æsthetical manifestations of a child, as well as the athletical, and the mother can be fortified by the wisdom of great minds to meet her child's developing intellect.

In the "multitude of counselors there is wisdom," and, while not anticipating the practical methods of the Kindergarten system, would it not be well to take advantage of the vast amount of literature which has recently been suggested by the principles upon which that system is founded?

These writers declare the unaided maternal instinct to be of no value here, and we can readily agree with them. We might as well expect it to teach us to solve a problem in algebra. One writer says: "The training in the family is left very much to chance, is dependent on the greater or less natural capacity of the parents, the best of whom have no sure guide of action, while the greater number proceed without any thought whatever." This is unjustly severe, as the author applies it to both moral and mental training, but it is strictly true if referring only to the latter.

Most children when they enter school life, if questioned by the teacher with regard to their minds, might truthfully answer like Topsy: "They just growed." If members of an intellectual household, they have absorbed a vast amount of information, but in a desultory and unsystematized fashion. The father is a fully occupied person, and the mother seldom takes this matter seriously. . . .

We should always tenderly protect the rights appertaining to special individuality. A child, like a tree, should be allowed free growth, and not be clipped like an old-time hedge in a formal garden, into a grotesque imitation of what it is not. Original things are not so common in this world that we can afford to destroy them, and to ruthlessly meddle with certain personal traits is as unwarrantable and cruel as to mutilate the features.

Let me say, for our mutual encouragement, that an American mother has a right to expect a preponderance of good, and not evil, in her children. The chances are that both she and her husband are descended from a long line of New England ancestors, whose courage in danger and fidelity to conscience form a priceless inheritance. If, in the family emigrations, their blood has been mingled with the varying streams from the Southern and Quaker civilizations which has made Ohio men and women the winners in many a recent race for

precedence, the new element renews the blood and gives her another reason for sanguine hopes. Only the eccentric bias given by genius or insanity or a most demoralizing environment can account for ruinous deviations from this sound heritage. Many of you are, doubtless, familiar with the inscription upon a monument not many miles from Boston:

"This stone and several others have been placed in this yard by a great-great-grandson, from a veneration of the piety, humility, simplicity, prudence, patience, temperance, frugality, industry, and perseverance of his ancestors, in hope of recommending an imitation of their virtues to their posterity."

There is probably not one of my readers whose forefathers would not be worthy of a similar inscription. It is an illustrious heritage of virtues, and however it may be diluted by prosperity and the security of the times so dearly bought, its virile force is in the bone and sinew of our children, a strong basis of character to found upon. Let us, therefore, build with cheerful patience and good hope, broadly, as they who build for a large purpose.

THE UNITY WOMAN'S CLUB.

Up on the North Side of Chicago is a neighborhood which, seven years ago, was known as "Little Hell." Situated on the river, overshadowed by great gas wells and grain elevators, surrounded by railroad tracks, coal, stone, and lumber yards, it was one of the waste places of the earth. In fact, the only clean thing around was a brick-yard, where six days in the week the childhood of our generation had the creative experience necessary to a development of the spiritual nature. But the brick-yard had to close in Winter, and the work in clay and sand had to give way to weather.

A good man, Mr. Eli H. Bates, discovered the need for a light about which to gather the fluttering moths in the darkest time of the year to people of this class. Thought, with him, culminated in deed, and he left a fund which built the "Unity Church Industrial School." Within its walls have been gathered the children of the neighborhood ever since, and in Crèche, Kindergarten, sewing-school, cooking and dressmaking classes, they have been kept from the street and started in personal habits of order and cleanness.

With wisdom and foresight Mr. Bates had realized that great reforms to be permanent must begin with the children. A year ago an effort was made to draw the mothers of these children together, to talk with them about the great principles underlying the work with their children, and to give them a chance to lift their eyes from their wash-tubs and sewing-machines, to the higher side of their life. As wives and mothers they had the same duties to perform as the universal woman. The emphatic point at the start was to give them recognition as mothers and one pleasant afternoon away from work. This lifting of vision, which the more thrifty classes find so necessary, and seek to obtain in church, theater, opera, society, travel, or study, came to these women in this one holiday time of the week.

At first, those in charge trusted mainly to the clean, fresh reception-room, with the cozy open fire, the spotless tea-table with its dainty bowl of flowers, and a sympathetic, hearty reception committee. The way to go forward would be made clear. Their plan was highly successful. As they began to know the women they saw the needs of their life. Strongly independent, the wives of laboring men, they came as women of all classes come to their societies and clubs—for light, more light! The meetings, to which any who wished might come, grew from a fortnightly assembly to a weekly study-hour and social hour; from a miscellaneous gathering to a woman's club; from a charity to a self-supporting and in its turn missionary institution in the neighborhood. At the meetings have been studied problems in social science, hygiene, physiology, medicine, and most of all, that wonderful study for mothers, of child-nature, its instincts, and the right means of developing these.

In turn, the effect has been crystallized in the homes, and clean cotton curtains have been hung at the windows, and the rooms have been scrubbed. The baths have extended to the children and parents, warmer underclothing has been put on the children, and the women have taken on another aspect. The three-cornered shawl that

once crowned head as well as body, and betokened a gossip in some neighboring kitchen, has come down to its proper elevation on the shoulders. A simple, plain hat or bonnet has taken its place on the head. These are only a few of the good signs seen and felt by all in the neighborhood. The success of the movement has been due to several causes:

1. The study of the women and their needs.
2. Hearty recognition of the women as a part of God's creation, appealing to the mother-element in them.
3. Giving them no thought or entertainment that was not worthy of noble, serious womanhood.
4. Participation with them in these pleasures and interest in their own experiences.

An afternoon at the club now gives one an hour with some good writer or lecturer, a half hour when tea and wafers are served by a club committee, and during which there is music, and a half hour of conversation. A magazine club has been recently added to give the mothers the means of entertaining their fourteen-year-old boys and girls at home during the evenings. The healthy and wholesome strength of the movement is evidenced by the steady, increasing membership, the enthusiasm and interest felt in their club, which has given these mothers an added sense of dignity and worth. — *One of the Club.*

HOW ABOUT ONE CHILD?

The following appeal comes from Gunnison, Colo.: "Dear Madam—I feel that there are many like myself with but *one child*, who would like some hints or plans from time to time in using or adapting Kindergarten plays to that one child. Our neighbors are all far away, and it is practically impossible for my child to get Kindergarten instruction, except at home from myself. If you do not care to put the hints in the MAGAZINE, can you and will you give us through the MAGAZINE the names and addresses of some mothers who have successfully solved the problem? Sincerely." — *Mrs. F. J. Outcalt.*

In answer to the above letter, I would suggest the "Kindergarten Guide," by Madam Kraus-Boelte, as an aid to a mother who has not had Kindergarten training, and who yet desires to use the gifts and materials for her child. In regard to the plays, the best plan is to dramatize simple little stories or songs, such as Emily Poulsson's Finger Plays. The great secret of success lies in the mother's entering heart and soul into the spirit of the game, letting the child plan and conduct it as far as possible. The most essential thing is the cultivation of the play spirit; in other words, to be as a little child, as happy, as joyous, and as free. — *A mother who has tried and succeeded.*

ONCE A DAY, IN THE MORNING.

I.

BARE TOES.

Five white lambs without the fold,
Snugly cuddled together;
When wind of the north is growing bold,
There will be stormy weather.

II.

BABY'S SOCK.

An empty fold — Oh, where are they
That should have comfort in it?
Boy shepherd, search for the lambkins stray,
Nor wait a single minute.

III.

DRESSED FOOT.

One and all, brought home in peace,
Inside the fold are lying;
Is it lambs like these that grow a fleece
White as the snowflakes flying?

— *Lavinia L. Goodwin, Boston.*

FIELD NOTES.

THE CHICAGO KINDERGARTEN CLUB. — A review of the work of the club for the past three months shows the following results: It has become a component part of the International Kindergarten Union. A committee has been appointed (Miss Elizabeth Harrison, chairman) to consider Kindergarten principles in Sunday-school work; also a committee appointed to suggest to the Local Kindergarten Committee of the World's Congress Auxiliary, topics and speakers for the Kindergarten Congress to be held the third week in July. Valuable suggestions have been given, which will be incorporated in the tentative program soon to be issued by the local committee, of which Mrs. E. W. Blatchford is chairman. A committee from the club has been selected to meet representatives of the various women's clubs of the city, to present a bill to legislature favoring the incorporation of Kindergartens into the public school system. The literary exercises of the first division of the year, consisting of ten lectures on "Mental Training," by William George Jordan, were largely attended and highly appreciated. Full *syllabi* of these lectures may be had by applying to Mrs. Page, 2312 Indiana Avenue, Mrs. Putnam, 4815 Kenwood Avenue, or at the club-room, 179 Van Buren Street, on the first and third Saturdays of each month. Price fifteen cents. According to a recent action taken by the club, meetings during the remainder of the season will be held on the first and third Saturdays of each month, hours 10:30 to 12:30. The list of probable lectures is: Prof. Small, University of Chicago, "Morals in the School-room"; Mrs. J. C. Stirling, "Home Reading"; Mr. E. G. Howe, "Science in the Kindergarten"; Miss Elizabeth Harrison, "Relation between Higher Literature and the Kindergarten"; Miss Mary Burt, "Literature for Children"; Miss Ball, "Form and Color"; Mrs. Elizabeth Palmer Peabody, subject not known; Miss Margaret Morely, "Physical Culture." Froebel's Birthday, April 21, P. M. Kindergartners from other cities visiting in Chicago are cordially invited to all regular meetings of the club. Officers: President, Mrs. Charles L. Page, 2312 Indiana Avenue; First Vice-president, Miss Anna M. Snively, 4320 Lake Avenue; Second Vice-president, Mrs. K. H. Watson, 319 S. Robey Street; Recording Secretary, Miss Mary J. Miller, 4407 Greenwood Avenue; Treasurer, Miss Hattie Phillips, 4407 Greenwood Avenue; Chairman Board of Directors, Mrs. Alice H. Putnam, 4815 Kenwood Avenue.

FROM TOLEDO, OHIO:—"In September, 1883, we opened a private Kindergarten with eight pupils. Two Kindergartens which were having a feeble existence at the time, suspended in a few weeks, leaving us

possession of the field. For four years we gradually increased in numbers and influence, until there was a demand for more schools and more teachers. In 1888 the Unitarians opened a free Kindergarten with one of our teachers as director. In the same year another graduate found a position with the Y. W. C. T. U. as principal of their Kindergarten. In 1890 the industrial school opened a Kindergarten, and another graduate found her place ready for her. In 1892 St. Paul's Episcopal Church made room for another. In the near future the Day Nursery expects to join these happy philanthropists. Two private Kindergartens are carried on in connection with the training class, and three other graduates have private Kindergartens in various parts of the city, making nine active, living Kindergartens in the city as the result of the small beginning in 1883, an average of one a year, with no deaths to record. A flourishing Kindergarten in Sandusky, and others in various places, indicate the power of Froebel's philosophy when thoroughly understood. The pupils of the training class have been drawn from the best element in the city, young women of culture and refinement, who are a credit to the profession. The alumne have organized themselves into a Froebel society, for further study and for the purpose of influencing public opinion in favor of Kindergarten methods in the public schools. *Mary E. Law.*

"THE pleasantest sight I ever saw in my own tenement-house investigations," writes Lucia True Ames in an article on "The Home in the Tenement House," in the January *New England Magazine*, "was in one of the Cherry Street model tenement houses in New York, where on a fiercely hot afternoon in June, when the mercury stood at ninety-six, two little girls, perhaps ten years old, were amusing twenty or thirty tiny children who were their neighbors in this building. In a large room used in the morning as a Kindergarten, they had gathered the little ones, and in patient, orderly fashion were guiding their charges through the games and songs with which all were more or less familiar. The gentleness and wisdom shown by these little teachers in their self-imposed labor, and the good humor and good behavior of the four-years-old children, were touching and most inspiring. Without *such* a play room as this in the tenement, all this beautiful civilizing and missionary work would have been impossible, and the children would have been left to tumble about the dirty streets or torment their tired mothers at home. In the evening the room was used by the older tenants, and if I remember rightly, the gift of a piano making music possible, singing classes were conducted and various kinds of club work made possible."

THE Chicago Literary School held its annual session during the holidays with greater success than ever. The opening discussion of the school was of the "International Revival of Literature," of which the existence of this school itself was the best testimony. Prof. Richard Moulton

opened this discussion, followed by the leaders of literary thought, who took up the subject of Shakespeare in every detail. Prof. Denton J. Snider, Dr. Harris, and Mr. Hamilton Mabie were the most conspicuous lecturers. The discussions after each paper were varied and spirited, and brought out the feature of all taking part with exceptional prominence. The school attracted many strangers to the city, who are more than glad to find the seat of this progressive work, contrary to traditions, in the west. Mr. Moulton's plea for the literary study of the Bible was received with great feeling by the school, and was emphasized anew in the climax of Mr. Mabie's closing lecture, in which he stated the qualities, purposes, and aims of true education, viz., "to make a man the visible representative of God, to do some positive work, and to do it in the divine spirit." A complete copy of this and other lectures brought before the school can be secured by addressing *The Parthenon*, United States Express Building, Chicago, in which journal they were published.

CONSPICUOUS among the progressive organizations of the day, which reflect the growing interest in true education, is the Art Industrial Association of Chicago. The main object of this association is the uniting of artists and persons engaged in art industries, for the mutual protection and advancing of their interests, as well as the best interests of art and art industry, the encouragement of schools and other institutes and exhibitions of art industry, and the promotion of social intercourse among the members. In short, the aim of the Art Industrial Association is to bring together all painters, sculptors, architects, artistic iron-workers, draughtsmen, etchers, decorators, engravers, artistic embroiderers, authors of art literature, photographers, and all other industries connected with art. The ultimate scope and force of this organization can be prophesied to be infinite and invaluable. Its work is co-operative with that of the great manual training schools and institutes, the Kindergarten movement, and the entire *renaissance* of education. We should be glad to supply any interested parties with the circular of the association containing the charter, constitution, and by-laws, which in themselves make up a valuable and suggestive document.

COMMISSIONER WM. T. HARRIS has the following to say of music as taught in the schools of the District of Columbia: "It seems that vocal music is almost entirely confined to the learning of musical notation. Even this is taught to pupils in the lowest grade, while the pupil is taking the first step of learning to read from printed words. It would appear that musical notation ought not to be begun until the third grade at the very earliest. The special music teacher ought to teach a large number of choice songs by rote, taking care to secure good expression from the pupils and to correct the errors which are always taking root in class singing. Another very important reflection forced itself on the attention of the commissioner and his assistants in this investigation,

Special teachers should rarely if ever be employed for any other purpose than to reinforce the work of the regular teacher. The music teacher should instruct in new songs, correct bad tendencies, and chiefly by his lesson show the regular class teacher how to conduct the singing. So, too, in the case of teachers of drawing, sewing, physical culture, and one would be glad to add manual training and cookery, but cannot at this stage of the development of those branches."

THE St. Louis Froebel Society is in active operation this Winter. The present officers are: President, Miss McCulloch; Vice-president, Mabel A. Wilson; Secretaries, Mabel Shirley and Sallie Shawk; Treasurer, Susan Simmons. At the October general meeting a full exhibit of Kindergarten work gathered for the state convention. Every detail of this exhibit was discussed as to results and good points. It has been the experience of our society that many good lectures have been put before us, but have not always been fully comprehended. We have therefore made the plan to have an adjourned meeting after every special lecture for the exhaustive discussion of same, as well as the adapting of it to our own work. We have selected as a rule inclusive topics, such as physical culture, color, science, story and talks, practical psychology and art principles. There are now two hundred paid teachers in the St. Louis schools, with salaries varying from \$400 to \$700 per year; some sixty-five of these are directors. We are by no means living on past reputation, but are seeking alive and progressive measures only.

THE Grand Rapids, (Mich.) Kindergarten Association is a wonderful example of what organized effort is worth. Only a little over a year ago it took its start, but so generous was its policy toward the work that it immediately began to contribute to lesser points. The principal, Mrs. L. W. Treat, during the first year practically touched the most important cities in the state, largely at the expense of the association, giving public talks, addressing mothers, etc. The Summer work at the Bay View Assembly was under this direction, and the fall year of 1892 opened with large auxiliary classes in Muskegon and Detroit, Mich., and also in Columbus, O. Calls have come for organization from more places than they are able to fill, and the association at Grand Rapids is calling in assistance to cover the territory. This interchange of sub-associations with a central class brings a live, fresh enthusiasm into the work, which is of mutual benefit, and of the greatest advantage to the local work itself.

THE organized Kindergarten training provided for mothers by the Chicago Kindergarten College has been thoroughly successful. Since the first class was opened over three thousand mothers have attended the central class, and as many more have been enrolled in the suburban tributary classes. Miss Elizabeth Harrison superintends this work, and

each lecture delivered in person before the central class is sent out in manuscripts to all the sub-classes, so that the work co-operates thoroughly. Arrangements are being made at present to supply the same through correspondence to any individual mothers who may wish to avail themselves of the opportunity. The detailed announcement of this plan may be found in the college advertisement on the cover of this number.

THE following resolution was unanimously passed by the school board of Humboldt, Ia., some time since, which might be set as an excellent pattern for lesser communities everywhere to imitate: "*Resolved by the Board of Directors of the Independent District of Humboldt, Iowa,* That we regard the Kindergarten conducted by Miss Amelia Murdock as a valuable auxiliary to the public school, and we earnestly commend the same to the patronage of the public." The local paper adds the following comment: "When people become posted on what a Kindergarten can do for a child they are fast friends of the school, and there is a demand for one in Humboldt." This public commendation and appeal will do much to enlarge public appreciation of the work.

MISS AMALIE HOFER of the KINDERGARTEN MAGAZINE, started on January 30 for a trip through the East, answering a general call from associations for lectures and public talks. She touches the points, Muskegon, Grand Rapids, and Detroit, Mich.; Columbus and Toledo, O.; Buffalo, Rochester, and Albany, N. Y. In Boston she attends the convention of state superintendents of the United States, and also visits Pratt Institute in Brooklyn. After visiting Miss Susan Blow and pioneer workers in the East, she returns to Buffalo to complete her work there.

THERE has been an effort made to secure the co-operation of the German Kindergartners, to the extent of conducting a "Froebel school" after their native manner, during the coming Chicago Exposition. It has not been found expedient, and the plan has been abandoned. However, Frau Schrader, of the *Pestalozzi-Froebel Haus*, Berlin, will be in this country during the entire time of the Exposition, and investigate American methods as well as reveal the secrets of her own success.

MRS. FANNIE SCHWEDLER BARNES will be in Chicago during February, for one day, at the office of the KINDERGARTEN MAGAZINE, to meet the parents of her pupils, also to receive personal applications. On her return she will take with her any additional pupils. Those interested will receive direct information concerning Warwick Home, by addressing Mrs. Barnes at Elkhart P. O., Wis.

THE new Armour Institute of Chicago has received the Free Kindergarten Association of this city as its regularly equipped Normal Kindergarten Department. The association by no means loses its

identity, but maintains all the rights of its well-established policies, and adds the privileges of the Institute, viz., those of library, gymnasium, special lectures, etc.

LAST October the School Board of Cohoes, N. Y., decided to open a Kindergarten in connection with one of the public schools, to be on trial until the Christmas vacation, Miss Frances Crawford in charge. At the January meeting of the school board it was decided to make it a permanent department.

TEACHERS visiting Chicago next Summer should apply immediately to Mrs. S. Thatcher, River Forest, West Chicago, Ill., for information concerning the dormitories to be opened for their especial benefit in the school buildings of Chicago during the Exposition. The rates will be almost nominal.

THIRTEEN cities are now represented in the International Kindergarten Union. The action of the union to issue memberships to associations and societies rather than to individuals has added great force to its working ability.

WE have received eight good contributions for general newspaper distribution; these will be sent out, edited and ready, to as many good weeklies about the country, where we are certain they will have good effect.

MISS MARY ELY, of the Chicago Armour Mission Kindergarten, has made a trip among the Kindergartens of prominent eastern cities, and reports most interesting experiences among her various visits.

MISS JULIA STURGES, a graduate of the Silver Street Training School of San Francisco, has a flourishing private Kindergarten in Santa Monica, Southern California.

THE Colorado State Teachers' Association has formed a special Kindergarten department, of which Prof. Snyder, of Greeley, was chosen president.

MISS VINNIE LEAVENS of the Chicago Kindergarten College has gone to Houston, Tex., to take charge of a private Kindergarten.

CHICAGO is the expectant point of all educationists. *Jenkin Lloyd Jones.*

LITERARY NOTES.

THE weekly *School Journal* of January 17, devotes its editorial department largely to a plea for the due appreciation, among teachers, of the "play impulse" so common to all men. It says:

The utilization of the play impulse in education was a conception of the immortal Froebel. A study of play has been made by Herbert Spencer and other philosophers, for it is seen to be a common trait in both men and animals. Schiller seems to have been the first to have discovered that the æsthetic sentiments originate in the play impulse. In all attempts to teach art in the schools, there must be felt that it is an unfolding of powers resident in the human soul. It must be observed that the more we educate, the more is the need of art. As the race develops, the play impulse develops; for that requires leisure, a surplus of vigor, a surplus of time. The increase in the effort to teach art within later years shows that the opportunity for exercising the play impulse has arisen. But how shall art be taught? It is plain there must be spontaneity at the bottom. The little examination of the subject given here indicates that the main thing is to direct the play impulse; that art is play must be recognized, and also that it demands freedom and spontaneity.

THE characterization "The New Education" is applied by its votaries to that body of educational doctrine exemplified in its first stages by the Kindergarten, higher by object-teaching, sloyd, and manual training, and ultimately by seminary methods generally—always one and the same principle. This name has been adopted by a new magazine which appeared in January. *The New Education* would aid parents, kindergartners, teachers to guide educational practice to a faithful following of this principle. "It would diffuse helpful suggestion and carefully formulated precept; it would arouse enthusiasm, sustain courage, establish steadfastness, secure efficiency." It is edited by W. N. and E. L. Hailmann. Simpson & Co. are the publishers. Mr. and Mrs. Hailmann need no introduction to our readers, and educational literature is to be congratulated in advance for the good editorial work to be expected from the joint pens of these two pioneers of the new education.

A VALUABLE PICTURE OF GEORGE WASHINGTON. We know of no better picture of Washington for school-room and home use than the large platinum (11 x 14) print which represents the general on his white horse, receiving a salute from the army after battle. He is sitting erect, with hat in hand, looking earnestly over the men. The print has been copied from a twenty-year-old engraving, which was most valuable in its time, and of which there are no more than six copies in existence. A copy of this reproduction can be secured by placing an order with Miss Netta Weeks, Room 7, Central Music Hall, Chicago. The un-

mounted copy costs \$1.50; mounted on a handsome board, \$2, express charges not included. The money must accompany order, which can be filled two weeks from time of placing.

THE *Harper's Weekly* for January 13 contains an excellent illustrated article on Modern Iron Work. The artistic side of this wonderful work is set forth as well as the practical means of working, and facts of the growth in the use of same. It is one of those modern industries which combine the work of artist and artisan.

THE "Prang Primary Course in Art Education" appears in part 1 of a series of practical studies for school-room use. The editors are Mary Dana Hicks and Josephine C. Locke. There is a literary, poetic flavor to this handbook, which is brimming over with suggestions of songs, stories, rhymes, and typical lessons.

"EDUCATIONAL PSYCHOLOGY" is a treatise for parents and educators, on this all-important factor in modern school work. The author is Mrs. Louisa Parsons Hopkins, of Boston, than whom there is no practical teacher who may speak with greater authority on this topic. The book is published by Lee & Shepard.

THE January *Scribner's* contains "Some Reminiscences of Lincoln," a timely and most suggestive article.

PUBLISHERS' NOTES.

Back Numbers.—There is great demand for all back numbers of the KINDERGARTEN MAGAZINE, by many who wish to possess the complete file. This shows a growing appreciation of the practical value of the magazine. There is repeated call for Volume I. The substance of this volume can be secured in the compilation, Mothers' Portfolio. Price \$2.25. Volume II. is entirely out of print, and only a very limited number of bound Volume III. are in the market, at \$3 each. Volume IV., in cloth, can still be had for \$2.25. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Take Notice.—For the convenience of those whose subscriptions expire, we inclose a very simple form of Convertible Subscription Blank. It is only necessary to fill the blank lines, inclose remittance, fold and seal the edges, which are already gummed for that purpose. This constitutes a secure envelope, already addressed, only waiting a two-cent stamp to be ready for mailing.

Wanted.—Back numbers of the KINDERGARTEN MAGAZINE. Look at your files carefully and send us the following if you can spare them: May, July, December, for 1888; February, 1889; January, 1890; September and October, 1890; February, 1892. Correspond with us if you have these to spare.

Foreign Subscriptions. On all subscriptions outside of the States, British Columbia, Canada, and Mexico, add forty cents (40 cents) for postage, save in case of South Africa, outside of the postal union, which amounts to 80 cents extra on the year's numbers.

Child-Garden Samples.—Send in lists of mothers with young children who would be glad to receive this magazine for their little ones. Remember some child's birthday with a gift of *Child-Garden*, only \$1 per year.

Always send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

Portraits of Washington. Fine head of Washington. Also Froebel, Lincoln, and Franklin; on fine boards, 6 cents each, or ten for 50 cents. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Always.—Our readers who change their addresses should immediately notify us of same and save the return of their mail to us. State both the new and the old location. It saves time and trouble.

Stationery.—Kindergartners desiring stationery for their schools or personal use, should write us. Handsomely initialed or addressed, 100 sheets single, with envelopes, \$2; folded, \$2.50.

Always.—subscriptions are stopped on expiration—the last number being marked, "With this number your subscription expires," and a return subscription blank inclosed.

Bound Volumes.—Exchange your files for '91-'92 (Vol. IV.) for a bound volume of same; it will cost you only 75 cents to have a handsome book made of your numbers.

All inquiries concerning training schools, supplies, literature, song books, lectures, trained Kindergartners, etc., will be freely answered by the Kindergarten Literature Co.

See our February Bulletin of Books. Helpful reading for the month is suggested. All books for sale by Kindergarten Literature Co., Woman's Temple, Chicago.

Free Subscriptions to either KINDERGARTEN MAGAZINE or *Child-Garden* will be given for acceptable short stories, verses, games, and songs.

Always—send your subscriptions direct to us and avoid delay and confusion.

OUR WORLD'S FAIR PREMIUM OFFER.

. . . To any one sending us fifty new subscriptions to the KINDERGARTEN MAGAZINE, and \$75, or seventy-five new subscriptions to *Child-Garden*, and \$75 by April 1, 1893, we will furnish a week's entertainment in Chicago during the World's Fair.

We will supply circulars, subscription blanks, and sample copies for any such to work with.

Please correspond with us at once.

KINDERGARTEN LITERATURE CO.,

Woman's Temple, Chicago.

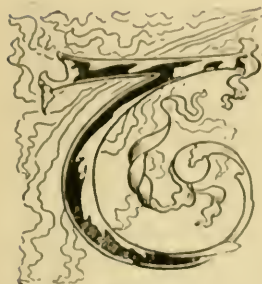


A GROUP OF CATTLE.

KINDERGARTEN MAGAZINE

Vol. V. — MARCH, 1893. — No. 7.

THE STUDY OF "DIE MUTTER UND KOSE- LIEDER".



HIS book is frequently announced as "a simple record of the daily actions of a mother and her child." Wherein then lies the difficulty of its study? I think we have the answer to the question in the description of the mother as "one whose insight into the rational ends of life guides her directive action." The occurrences registered, as is well known, are not the exceptional acts of an exceptional child, but the commonplace, every-day actions of *childhood*. Hence the material out of which to evolve the highest education for body, mind, and soul is at hand for every one who undertakes to guide children. The material for everything great is around us in all the commonplace objects and events that meet us day by day. What we lack is the capability to direct the experiences aright. What we need is the "seeing eye" and "hearing ear" that will give us power to discern the great in the small, the lofty in the low; but thus richly endowed is Froebel's ideal mother, and from the book we gain the conception of standard development. Every earnest student must turn from this record of childhood to the children, with deepened reverence and a heavy sense of responsibility. Their simple actions become exalted as we detect in them the inseparable beginnings from which

life and eternity shall result. How shall we be able to do our part towards the creation of this endless life? Only by gaining an "insight into the rational ends of life." With this ideal mother we too must look afar into life; then the simple event will become luminous, the whole will gleam upon the part, and in its light we shall read the meaning. But this at once shows us the difficulty.

Life is no simple affair; each single life is interwoven with the whole life of the universe. Many sided are the relationships, but no adequate beginning can be made, without some knowledge of the end. All mothers may sing to their children of stars and sun, of flowers and birds; the results gained will depend largely upon the mother's realization of the place all these things hold in the *general* life. Froebel's mother knows that nature is the broad pedestal to which her child must mount as he makes the upward ascent. There, nebulous and faint, is dimly outlined what the future holds for him. Each lower stage in nature trying to be something more, struggling to free itself from fixed limits, reaching up towards free self-movement, is trying to tell him of himself, and, properly directed, *will tell him*. Stone and flower and animal in their strivings are but prophecies of the "divine dissatisfaction" that must mark his upward progress. Under the direction of the wise mother, his loving union with nature, in the songs of "*Die Mutter und Kose-Lieder*," shall ripen into scientific knowledge. Without understanding, nature is the ruler; but comprehended, she becomes the loving servant who ministers to his bodily wants, thus making possible a higher attainment. But the mother does not stop here; nature's purpose is higher than this.

This beautiful world is a dream of God's own life,—that life in which we all share,—and the dream must not be lost. Rightly directed the child shall see in nature a vision of his own higher life, and shall hear, ringing out from it, soft echoes of his spirit; these are the budding promise of his growing self-consciousness. This is the knowledge, in brief outline, that enters into the mother's educative work, and

thus she forms in her child, through the active, habitual experiences indicated in this work, a *will* that shall valiantly set out to conquer the world of knowledge and the world of duty. We cannot therefore expect a plain, simple account of this intricate life. "Die Mutter und Kose-Lieder" in what it suggests is as unlimited as life itself, pointing to the whole realm included under the triple classification of nature, man, and God.

The difficulties attending the study of this book, then, are the result of its subject-matter—life—in its relationships, and this subject-matter establishes its claim as a true work of literary art. Do the great writers reveal their secrets to the reluctant, hasty, superficial student? To the study of this book, then, we must bring willingness and constancy, based by intelligence; and with all this, its meaning must be largely discovered by *spiritual sympathy*. All *high* work is deeply rooted in the heart as well as in the intellect, and discloses itself most fully to the kindred nature. We are able to comprehend something of God's nature as we enrich our own lives by his attributes, and we interpret all high things by kindred feelings and aspirations; for the soul is more than the mind. "There are truths," said De Maistre, "that man can only attain by the spirit of his heart." Long ago we felt the full force of this, as we noted the marvelous insights into the spirit and meaning of "Die Mutter und Kose-Lieder" gained by Miss Blow. All that a highly gifted nature could do for those less favored she did for us. Herself a living example of the truths she interpreted, she inspired us with hope, and stimulated us to action. Thus she has led many up the path "steep and craggy," as is ever the way of the gods. More she would not have done, even had it been possible, for well she knew that all the joy comes from the climbing. Only to feel that every added step brings us nearer to the summit brings pleasure. The treasure sought is nothing less than a knowledge of human consciousness in all its relations. Vague and tentative must be our efforts, and strive as we may, our progress is slow. Often we are discouraged, for the instinct of unity is strong

within us and we crave the whole. But let us not doubt that toiling patiently we shall each find some glittering fragments that will fit together, and like the great structure that unites in its completeness material from many different sources, so blending our separate views, shall one day arise the fair temple of truth. Then will come the easy part of the work as we turn to the children; for faintly written upon their hearts are the same wonderful truths for which we have toiled, and in whatever guise we present them, whether as truths of number or shadowings of the divine law, there comes a quick affirmation from the soul of the child.

"Die Mutter und Kose-Lieder" puts before the child his three-fold connections to nature, man, and God. These constitute the beautiful *whole* of life, and if every human being could but thoroughly understand his fitting place as a *part*, the sum of all wisdom would be reached, with its resultant harmony. "What is this relationship?" every earnest man questions as he strives to understand himself, and in that understanding comprehend the general facts of human consciousness. Civilization is the still incomplete answer to the partially solved question. As the world has proved itself the true educator, with civilization for the result, we must take it as a model in all limited schemes of discipline. Self-actively, men have learned by slow degrees to understand and use its material; thus intellect has developed and science arisen, for in the mind mastery of the world, mind grows into knowledge of its own powers. Self-actively, men have learned to understand the binding force of duty to their fellow-men, and from conforming to this knowledge has resulted the creation of character and its embodiment in social organizations, where the sweet verities of love and duty become crystallized. Thus institutions, the universal forms of life, give a new meaning to *law* as the highest expression of these individual facts of love and duty, organically united into one expression, and they give a new meaning to *love*; for as love is expressed *through law*, they proclaim in trumpet tones that the true life of the individual can only be reached through the man-

ifestation of love, *not* love as an ungoverned individual caprice, but as an immutable obligation, binding upon each and every human being.

We see, then, that the objective world has been the auxiliary to man's self-activity, in producing intellect. Higher than his intellect in the spiritual scale is his character, and for its creation—that life may be actualized through love—a higher world, the world of man, meets him. Civilization sums up attained results and shows us the full expression in science. The individual expression of love and duty, as so many single struggles, so many different aspects of the "organic total" of self-consciousness, are disclosed to us in the form of social institutions. As the laws of the physical world are revealed in science, so the laws that regulate action are embodied in social organizations; therefore, in "Die Mutter und Kose-Lieder," Froebel brings the world in its double aspect as science and institutional life to the child. These experiences are not left at a great distance, and mixed with numberless impressions that might confuse and mislead, but selected, prepared, systematized, and put before him in a series. Not only does he touch, and look and listen to, these tangible experiences, but they are brought *into* his very life through *representation*, and out of them he begins the process of self-creation. Thus the child is met in symbolic form by a twofold world, and out of it the highest phase is evolved. The world of nature wakens the feeling of God, the world of man gives opportunity for its expression in the loving acts that make the firm rounds of the ladder leading up. These three aspects of life meet him in undifferentiated unity, as *one*. Later, even in the Kindergarten separation is indicated, as in the different exercises we find the emphasis now upon one, now upon another of these different aspects. Subsequent education will still further specialize; but in its fullness life will take up the separate strands, recombine, and nature, man, and God will be seen as *one*.

In the songs of "Die Mutter und Kose-Lieder" it follows that there must of necessity be a typical fact. Such

are the experiences selected by Froebel, and as he handles them with the skill that marks his great intellectual vigor, lo! they are transformed. The value of these fundamental facts lies in the endlessness of their suggestion. A beautiful object or experience is totally without worth if it tells us of nothing but itself. The simplicity of the illustrations is very marked. In the song of "The Weather Vane," a common experience of childhood, there is only a child watching the vane as it turns upon the tower, and moving his hand in imitation. For most children that is all; the typical fact, so full and fertile, has no hand to unfold it, and the feeling aroused in the child by the symbol sleeps again. But the delicate touch and clear insight of Froebel's ideal mother is here. The child questions her, "What makes the vane move?" "What is the wind?" With subtle skill in her answers, the one impression left upon her child's mind is that of the real "I" that causes the movement of his hand,—invisible, powerful, and the cause of all that he does, as behind the moving vane, and all the many things that the wind moves, is the infinite will that moves the universe. His own movement helps him to comprehend the power that moves the vane.

As the single impression expands, gathering to itself many more which it typifies, the child will gradually realize that the true meaning of *everything* is hidden from his senses. Nature and life are thus constant incentives to God, because they plant faith in his heart. From the invisible mute workers in life and nature comes to the child his first apprehension of one "whom not having seen, we love." In everything there is a life unseen, but powerful. A subtle power tinges the flower, yet look as often and as long as we may, we can trace no hint of it in the earth around; more wonderful and inspiring than the tale of the wise man's wanderings is the *soul* of the "Odyssey," and we lament that Pan is dead, because of the fair world prefigured by the gods of Greece in those young days when the world felt as a child feels.

The mother knows the force of that power within her

child,— the force that tells his hand to move in imitation of the vane. It will make or mar his life, as he freely uses it, but she knows that his will is only free in the true sense as he performs the actions that will lift him out of the bondage of time and sense. Following in quick succession come the "Songs of Time" and "Songs of the Senses." As man is the servant of nature until knowledge gives him power, so too he is rudely driven by time until he learns to master it by right use; and his senses enchain him until he learns by proper cultivation to exercise them upon higher things than sensual gratification.

Thus Froebel throughout the book guides and inspires the mother to help her child to fashion his will, by leading him to the acts which raise him above slavery to lower things, into true freedom.

As we have seen, the mother, by means of a typical moral fact, has led her child from visible appearances to invisible reality. By means of a typical intellectual fact she repeats the process. The child notices a simple fact,— that the wind blows the vane. The mother leads him to notice the many things that the wind is blowing, for she knows that without classifying and finding "the one in the many," there can be no possible conception of the world, or of life in any form. Therefore he is beginning to comprehend the varied world by unifying and at the same time creating for himself a reason and a will. The basal fact replaces all the many particular facts which would otherwise burden the mind, thus freeing it from unnecessary weight, but at the same time calling it into higher action, because, as facts are condensed, greater intellectual vigor is required, and reason comes into action. *Will* must of necessity follow, because reason gives the unlimited view, sets the idea free from sense perception, realizes what may be done with it as it shows in its universal nature. Feeling its broad possibilities, looking at it from ever new standpoints, the will is spurred to action by the ever varying views of what was so lately a single sense impression. Again the single fact has expanded as it drew to itself all the facts that it typified.

Therefore through grouping, lead a child to see the unity of cause, and you make an idea a *real* possession. Invention, a definite act of the will, follows as a logical necessity. In passing from sense impression to the abstracted idea, the child has moved again from visible appearance to invisible reality.

The symbolic structure of the book brings us to the pith of the subject. We know that intellect and character are not aggregation of loose units, but organic growths from small, almost imperceptible, but fruitful beginnings. Look at the condensed life in a seed, homogeneous though we call it! The fruitful sources of knowledge and action are within the child, but inactive, as the seed would be without fitting environment. We stir the inactive power into life by means of symbols: for his intellect, mathematical types which hold, as it were, the whole material world; for his character, symbols which hold all truth, as the seed holds the tree. Thus we direct growth by the formation at the root of typical ideas which gradually unfold their possibilities. Every new element is derived from these starting points. We tell him nothing; we simply direct his attention and stimulate his energy by the establishment of these central points, so full in their potentialities, radiating until the circumference includes everything in the world of matter and of spirit. This is the significance of such fundamental ideas as the symbols of moral truth, and as the few types that base the endless variety of the world. To possess such ideas, with their untold wealth of possibilities, systematizes and develops force; for realizing even imperfectly their potentialities calls out the dormant will power and spurs it to action. The abstract *square* is the child's free, unlimited possession; holding to what is essential about it, almost endless are its possibilities, as he freely gives it size, material direction, color, divides and subdivides, and combines it with other ideas. Each little song holds a moral of truth as fertile in possibilities for moral action as is the intellectual truth for his mind's activity. These furnish the necessary stimulus to the will.

The education of childhood, founded upon symbols, calls for high development. In undifferentiated unity nature, man, and God exist for the child. They exist again, after many separations, in far higher unity for the developed man. The high is always the reason and the explanation of the low. Nature exists because man *is*, and from his own conscious and realized life he reads there, mystically expressed, the truth of his own life. Only in this way can the symbol be truly seized. Thus gained we can reverse the process, and hold it as a mirror to the child, to rouse into stronger life the equally vague truth within him. Only as we walk by faith, which is "the substance of things hoped for and the evidence of things not seen," can we adequately present the symbol of "the weather vane." Only as we have realized God and freedom *within* ourselves, can we hope to flash their earliest gleams from the "songs of light" upon the child's responsive soul.

CAROLINE M. C. HART.

Milwaukee.

MANUAL TRAINING.



It has been content to show us what his eyes can see, and not what his hands can do."—*St. James Gazette*.

The above is quoted from a criticism of Mr. Whistler, and gives us at once an insight into the mind of the critic, for we realize that he does not see the very close connection between the eye and the hand.

The eye and the hand must be so trained that they can work in harmony, for it is the eye that is to determine the direction of the hand. The hand can be readily made the servant to the eye, therefore we must first cultivate the eye; or rather, cultivate them both at the same time.

Sir Thomas Lawrence, the eminent English painter and president of the Royal Academy, commended the pictures of a young artist and then said to him: "You have 'round your room two or three rough, clever, but coarse Flemish sketches. If I were you, I would not allow my eye to become familiarized with any but the highest forms of art." This advice is just as true today as it was in the time of Sir Thomas Lawrence, and we want to surround ourselves with all that we can that is beautiful and of an elevating nature. Our schoolrooms should be made attractive, and upon the walls we should have photographs and castes that have a connection with the studies carried on in that particular room. If the eye and the hand are to be cultivated together we must have work for the eye as well as for the hand, and whatever is made attractive to the eye will have its effect, even if we are unconscious of it at the time. It is this training of the hand and eye that is being worked out in the manual training schools, which are now recognized as important factors in advanced educational ideas. The broadening influence derived from a cultivation of the eye and

hand cannot be overestimated, for through these means we develop the all-important faculty of observation, which faculty if highly developed will of itself produce a liberal education.

The teaching of the academic studies only has a tendency to cramp the development. For a long time the English preparatory schools were considered the best schools of their kind, the boys coming from them with a physical development that enabled them to endure more severe mental training. Now our manual schools accomplish this and much more, for while getting the physical training they are at the same time learning other things which are beneficial.

The manual training school is simply one form of the Kindergarten idea that is being grafted on to the regular school work, and shows in its demand the necessity for the work. A young child is naturally observant of its surroundings and has a tendency for investigation which we should try and develop in the right direction, or this spirit of investigation *may* become a detriment.

What is the particular mission of the manual training school? is a question often asked, and I shall try and make my answer as simple as possible, believing that simplicity is one of the important, but often overlooked, factors in education.

We will suppose the case of a pupil who has passed from a lower-grade school to one where the cultivation of the memory alone is carried out, and watch the results of his education. He is able to give you facts of history, but will have no thought of the broad principles of humanity that have made that history, and, as a rule, thinks only of this particular study as a pleasant employment for a part of his time.

Literature is, unfortunately, so seldom taught that the beauties of the poet's imagination have little influence upon the student. Mathematics are made uninteresting, and when a school of this sort has been "gone through" there remains simply a confused recollection of memorized ideas, and it is often difficult to separate the memorized facts in a

logical way. It is to take the place of this mistaken method of education that we find the manual training schools taking the position which is accorded them. If you will notice a child, no matter how young, you can always find that he has the desire to create something; children are invariably trying to represent an idea in some tangible form. To be sure, these attempts are often very crude, and to one unused to children it might almost seem that there was no expression of an idea in the child's mind. Let such an one, however, carefully watch the child and he will nearly always find that the idea is only being worked out in the childish way and in a manner equal to his ability.

Some people as a class have these ideas naturally more expressionable. Take for example the Japanese, a people that we do not give enough study to, and a people we are apt to ignore from an educational standpoint. Their life is, one might almost say, a grand school of Kindergarten and manual training from the cradle to the grave. Those who are acquainted with the early life of the Japanese will at once understand to what I refer. Their early association with the beautiful, and also their familiarity with the various handicrafts, can only be productive of good results, as I think their work shows. Their intense love of nature is a trait which we might all cultivate with much profit to ourselves as well as to those with whom we come in contact, and the modesty and simplicity of life is most charming to contemplate. Froebel taught us we must train the child to see beauty, and one way to do this is of course to surround him with that which is pleasing, and to show him what the good features of his surroundings are.

It is in this connection that the study of drawing takes a prominent place, for to teach drawing well one must not consider the mere representation of objects by lines the end to be desired, but instead that broad field of thought which has been represented by painting and sculpture and the kindred arts. In connection with drawing of itself we must try and learn those facts which are best expressed by the term "feeling." I have been told that this feeling is some-

thing that cannot be taught or learned, but experience has shown me that it can be cultivated to quite a degree, for this artistic feeling is to a great extent only the love of the beautiful; and remember, there is *nothing* so plain but that we may find some element of beauty in it. As in the young child so with those a little older, the creative activity is ever present, and the wood and iron work of a manual school in a measure satisfies this desire, at the same time that it teaches order, precision, observation, and kindred traits, all of which are very necessary to a successful life. A manual training school must not be confounded with a trade school, for in the latter the work is not conducted on educational lines, but for the purpose of making workmen in some particular branch. A trade school is to take the place of the guilds which so long ago gave the apprentices their education. However, our modern method of trade schools would not, I am afraid, produce a Quentin Massys or a Benvenuto Cellini.

The Chamber of Deputies of France voted, in 1882, in favor of making manual training obligatory in the primary schools; thus we see that the standing taken by the French in regard to this matter is much in advance of ours, for it will be, apparently, a number of years hence before manual training will be recognized as a necessity in all of the grade schools of this country. However, the manual schools already established have been so very successful that they are being copied all over the country, and thus we see the movement to be rapidly gaining ground. It is a proven statement that those pupils who have had the advantages of manual training, when entering other schools take precedence over those who have been drilled upon the old academic lines, and if our education is for the purpose of widening our mental horizon, those methods obtaining the best results are to be commended.

In the French schools modeling is considered one of the necessities and is continued throughout the entire course; and it seems most decidedly, to me, to belong in the curriculum alongside of drawing. There is in modeling a tangi-

bility not to be had in drawing, and this training is most beneficial, and in a majority of cases it serves as a preliminary step to drawing.

Pupils who take manual training have a physical development that is very helpful towards a sound mind, and renders more easy of acquirement the various studies. It is always a punishment to the pupils to be kept from their manual work, and the interest they take is often quite surprising, wishing frequently to be allowed to do extra work in both the shops and drawing-rooms. The dividing of the school hours by the manual work gives recreation at the same time that the pupils are learning some new fact, and they come back to their recitations with their minds refreshed and clear, ready to undertake their studies with renewed zeal. I do not say that this is always the way, but it is found to be the tendency rather than the exception; and when pupils go from one department to another with pleasure, a great deal has been accomplished towards their education.

The nobility of work is one of the first things learned, and a democratic spirit is developed, for the son of a rich man has to learn the same kind of work as he of poor parentage; and while the one may never become a workman in the ordinary acceptance of the term, he has a more brotherly feeling towards those who are, and this is of itself a benefit to all who come in contact with him.

As it is the object of education of the man to make him a good citizen and member of society, it is these traits that should be brought out; for we must aim to consider ourselves parts of one great whole rather than individuals. To be sure we must not lose our individuality, but must subordinate it to the universal.

The development of society towards unity is one of the aims of this generation, and must be accomplished, in a measure, by the education of the young in the right direction; and until we can convince the rising generation that labor is not only honorable, but the proper condition, we cannot hope for success.

The manual training school is doing much in this direc-

tion, at the same time that it is laying the foundation for a most liberal education.

Let us hope that the number of manual schools will be rapidly increased, for the good of modern education.

FRED'K NEWTON WILLIAMS.

THE VALLEY'S LESSON.

A LONE in a darkened valley
A tiny lake sighing lay,
Nor dreamed that the mighty ocean
Was scarcely a league away,
Naught of the sea's wild beauty
That inland lake could know,
For with shadow and frown
The hillsides brown
Curtained the vale below.
But an echo of jubilant music—
A song-tide ebbing away—
Like voices in blended rejoicing
Came to her, day by day;
And she longed, with a lonely yearning,
To rise from the vale and be free;
Then, triumphant and strong,
To join in the song
That came from the surging sea.
She cried to the stars in her sadness:
"Oh, give but a comforting word
To one who can only whisper
The praise of our King and Lord!
Can it be, in this dark seclusion,
That I am forgotten here?
That my days must be spent
In this sore discontent,
So helpless and gloomy and drear?"

Brightly they smiled as they answered;
"Dear little mirror true,
Take heart, for the mother-ocean
Is beating her way to you.
The sound that we hear in the distance
Is only her billows' spray;
As it rises and falls
On these earthen walls,
It is wearing your prison away.
"Then silence your heart's repining;
The fetters will break ere long;
You shall join in the great thanksgiving
Of the wonderful ocean-song."
Above all their swelling chorus
Comes the voice of the mother mild;
We can hear her say
O'er the dashing spray,
"I am coming to thee, my child."
On came the waves, yet nearer;
Weak grew the walls of sand;
Louder the song, and clearer,
That came from the joyous band.
At last, on a golden dawning,
Their labor of love was done.
The lake found her place
In the sea's embrace;
The mother and child were one.
Dear Father, bear with us, thy children,
Impatient for rest and home;
Oh, help us to quiet our murmurs
And wait till thine hour shall come!
Vouchsafe us thy light-giving spirit
To teach us this day that we,
With our foolish needs
And our inland creeds,
Are but part of thy love's vast sea!

A MOOTED QUESTION.

THERE was held last Summer, at one of our Summer schools, a meeting of primary Sunday-school teachers. It was perhaps a typical gathering of its kind. Of those present many were representative women from different parts of the country. They all were enthusiastic, intelligent, and refined, each one, without doubt, holding the ruling power of her life to be that broad, deep, noble thing which we call Christian principle.

The discussion of their subject, "The Needs of the Primary Teacher," was very thoughtful, earnest, and sincere, *as far as it went*; her spiritual needs, her reliance upon divine help and love for the work, were carefully considered; the externals of the work were dwelt upon exhaustively; the lessons, their presentation and application, were given due deliberation; but during the entire session not a moment was spent nor one strong, convincing word spoken concerning the mental needs of the Sunday-school teacher, along the line of her work; not a whisper about her need of an intelligent, clear comprehension of the laws which govern the religious development of a child; her need, in fact, of an understanding, to some degree, of the *science* of religion and of how to apply it in a practical way. One listened in vain for a word about the child's point of view in these matters; about his instincts, his environments, his budding aspirations, hopes, and fears; they were ignored. Why? Surely it was not due to any design on the part of these good women. The majority of them would shrink at no sacrifice to gain their object, to find the best and truest way to bring the children to a consciousness of God's love and His divine purposes. The conclusion was, therefore, that they had gotten hold of only half the truth, and that while they fully appreciated the necessity of a faithful, patient study of the Scripture lessons, and of the methods of presen-

tation, they forgot or did not realize that these are only externals, and, though vastly important, exist only as a means of growth to that which is within—the mind, the soul, the breath of God, which is greater, purer, diviner than any truth which feeds it, or any institution or method by which truth is brought to it. But these particular women are not alone in this one-sided or biased view of the subject. A thoughtful study of methods as they are set forth in our Sunday-school Quarterlies, and of the practical work as it is carried out in our schools each Sunday, has led us to believe that much valuable energy is being wasted, because the zeal which prompts it is not balanced and controlled by that *all-around* knowledge of the subject which is indispensable to any living, progressive work.

The day is past when the untrained, inexperienced teacher can successfully compete with an experienced graduate of one of the normal schools for a position in our public schools or Kindergartens. Is it not time that as high a standard should be taken in our Sunday schools? Is it not time that the distinctively religious training of children should be as carefully considered and as wisely done as their so-called secular training? We do not advocate—save that it is a stepping-stone to something higher—that slavish obedience to half-understood laws met with sometimes not only in Sunday schools but in week-day schools, but rather that broad, comprehensive insight that shall make the teacher mistress and not servant to the demands of the situation. There should be, in the mind of every conscientious primary teacher of today, a strong purpose, no matter what the cost, to poise her zeal and love and consecration with a knowledge worthy of it; to have an intellectual as well as sympathetic understanding of that which, according to the words of Jesus Christ, is the divinest, most heaven-like thing in the universe,—the child mind.

To grow in knowledge, as to grow in love, is to become Godlike, for the All-Father is Omniscience as well as love. To do this work from a purely intellectual standpoint is to only half do it; it must be animated, vivified, impelled by

love,—love for God and humanity; but so must the love-work, however self-sacrificing and zealous, be tempered, governed, and guided by an intelligent understanding of the true needs of the case, or it also is only half done. That general culture gained from a college training, from opportunities to travel, and from social intercourse with lofty minds is very desirable, and already possessed by numerous primary teachers; but than such, we would choose rather that they have that culture which is acquired by a special consideration of the subject in hand,—the development, from beginning to end, of man's religious nature, than which no study can be more important, for it embraces all the others.

She who takes this point of view will fit herself in both mind and heart for her work; she will begin at the right end of it, and give attention, first and foremost, not to the lesson nor the manner of presenting it, but to her children's needs, from every standpoint. She will have a deep, inner consciousness that it is just as futile to teach God's power and benevolence, Christ's love and sacred mission, to a child with a starving mind as to one with a starving body; that she, to rightly follow Jesus' injunction to Peter—"Feed my lambs"—must know that the *whole* child is fed and nourished; that not until he is, can that divine seed, the Christ life in him, awaken and grow and come to blossom and fruitage. Then, having realized this, with prayerful eagerness, reverence, and humility will she search not only the Word of God, but His works also, for some simple idea, some clear, definite thought, that shall be apropos, that shall just fit the present need of the child or the class; and finding it, her presentation will be equally simple, clear, and definite, and her method of fixing the impression will be in accordance with nature. No forced, mechanical efforts will be necessary; there will be no need to heap useless material upon little minds already dazed and bewildered by the multitude of ideas and impressions before which they stand helpless and defenseless. Her aim from first to last will be perfect simplicity and naturalness. It is almost painful to

go into some of our primary classes and see the various methods that are devised to make interesting not only the lesson, which is often far above the childish grasp, but much extraneous matter besides; dolls are dressed to represent the Apostles, each having some symbol of his occupation (we have seen Judas with a rope around his neck to suggest his tragic end). Pictures of almost everything, from angels to apples, are pinned upon the blackboard to illustrate the lessons; the Apostles' Creed is set in verse, that the *sounds of the words* may the more readily appeal to childish love of rhythm; the Lord's Prayer is printed in brilliantly colored letters to make it more attractive; Kindergarten materials, without the principles, are often introduced; and besides these, the children are diligently taught the ten commandments, the twenty-third Psalm, the books of the Bible, the golden texts, the "memory" verses of the lesson, and other exercises, until even the adult mind is overwhelmed and stifled; the soul of the work seems nearly crushed out by all this—*machinery*; and one cannot but sigh in disappointment:

I thought it was divine, until I heard the creaking of the wheels;
Then I knew 'twas not divine.

Let us not be misunderstood; these things, these externals, this machinery is, without doubt, good, and much of it absolutely necessary; but should it not be something kept in reserve, used only as we use the oars in the sail-boat, when the wind of heaven ceases to fill the sails? Are we not in danger of losing sight of the end, the aim of our work, by our increasing slavery to "advanced methods"? Ought we not rather to keep in mind that we are called to be primary teachers, not for the sake of perfecting an institution, but simply to *feed* the lambs?

A few people, notably Kindergartners, have long been realizing this, and have been trying, in single-handed fashion, to work out a more natural plan, not of teaching Scripture and theological doctrines to infant minds, but of making the truths therein practical and applicable to childish needs; a plan, in fact, to make our primary classes more like the

old-fashioned mother's knee, where the pictures in the Bible, a flower from the garden, a whispered word of thanksgiving, and a simple hymn furnished abundant material for a wholesome, healthful, rational hour spent in character building.

We are thankful to say that there is a growing interest, a widespreading feeling in regard to this view of the matter, among those outside the ranks of Kindergartners, and their desire to know more concerning it—as well as a desire on the part of those most deeply interested to bring it to the attention of primary teachers everywhere—has led to the invitation of some of the Kindergartners who have had much experience and have given the matter much thought, to come before the great International Convention of Primary Teachers, to be held in St. Louis ere long, and also before the Kindergarten Congress at Chicago, during the World's Fair. Every thoughtful, progressive primary teacher will surely be interested and give them God-speed, for no one will deny, if there be a truer way of doing the Master-Shepherd's work, that she wants to know it. If there be a higher ideal in this work than we have comprehended, we all want to see it, for the highest ideal is ever the truest real; though the way thereto requires the most patient, practical plodding, the most persistent reaching; and always—

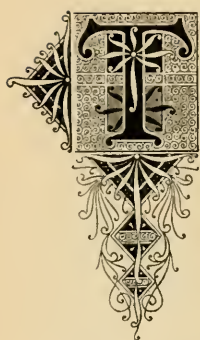
A man's reach should exceed his grasp;
Or what's a heaven for?

And not one of us can afford not to reach. We must all together—

Strive, and hold cheap the strain;
Learn, nor count the pang; dare, never grudge the throe!

FRANCES E. NEWTON.

NATURE WORK IN THE PRIMARY SCHOOL.



THE *child* from its infancy unconsciously loves, and lives in and with, the *whole* of nature. Froebel, the lover and student of childhood, saw and appreciated the sympathy existing between the child and all life surrounding him, and conceived the plan for his natural development which gave birth to the Kindergarten.

Reading Froebel's "Education of Man," we find in his Kindergarten the little botanist in the child of the gardener who wishes to assist in the weeding. The father leads him to distinguish the plants from the weeds as he separates them; he observes the difference in the coloring and form of the leaves, the odor of the plant, etc. The botanist again appears in the forester's son, who observes the difference in the growth and properties of the trees. Froebel sees the miniature mineralogist in the child who discovers a pebble that makes white or red marks on a board. We are introduced to a Kindergarten zoologist when the child comes to us with a twig on which the caterpillar has spun his cocoon; again in the child who watches the snail slowly creeping along carrying his house upon his back.

This nature study cannot but furnish means for the awakening of the spiritual growth; likewise the inborn poetry of the child is called to light as he associates with the birds, bees, and flowers. Froebel, in arranging his gifts for the development of the child, observes the typical forms of nature. The form of the "First Gift" is symbolic of the earth itself. The cylinder of the "Second Gift" symbolizes plant life, while the cubical form is found in minerals. Froebel takes for his "Ninth Gift" many natural objects: beans, lentils, leaves, pebbles, etc. In his every thought Froebel connects the child with the life surrounding him, and he is

constantly holding before the mother and teacher the *demand* and *need* of the child to be brought in direct sympathy with this life, and to be brought to it in the right way.

We need not go into the country to see nature and her wonders; on any little pond of water may be found a skipper, and the grasshopper is bound to make himself conspicuous in city and country alike, while the plant is as willing to send forth her shoots in the window-box as in the field, if we but furnish the proper nourishment.

We need not confine our nature work entirely to the Springtime; the talks and observations of the evergreen tree before and after Christmas offered the child as much, if not more, pleasure than the beautifully decorated Christmas tree. A week before Christmas one of the Kindergartens was furnished with a little "white pine." The following program gives some idea of the amusement and knowledge the children derived from their association with the little tree.

A morning's talk was taken up with the pine tree and forest from which it was taken. The children observed the shape of the leaves and their arrangement in clusters; they counted the number of needles in a cluster, etc.

On the circle the children played they were pine trees; the body was the cylindrical trunk, the arms were the branches, and before the Kindergarten could offer the suggestion, the children exclaimed: "And our fingers are the five needles in a cluster!"

The occupation for the day was the drawing of the pine tree; here again the number five was emphasized.

In another talk the bark is observed; a piece is cut from the tree that the children may see the white wood. The pine cones and the seeds contained therein are also investigated. Hans Andersen's story of the Christmas pine is told, and the children illustrate it at the tables; and so the work continues through the week, growing more interesting each day.

The pine tree is a source of great delight to the squirrel, and here we are led directly into another interesting department of natural history. A live squirrel, however, is not so

easily obtained as a pine tree; but after a great deal of persuasion the proprietor of some restaurant or bird store may be induced to lend one of his pets for a day for educational advancement. The size of the gray squirrel is observed, the coloring of the under part of the body and limbs, the bushy tail, looseness of the skin, quick movements, etc.

The children are shown pictures of the different members of the squirrel family; the red, black, and flying squirrels, the chipmunk and woodchuck, are each in their turn talked about.

Kindergartners as a rule do not advocate the use of stuffed animals, since it is of far greater value to the child to observe his own live cat than a stuffed fox or squirrel. Then it furnishes the children untold delight to bring their own pet kittens to the Kindergarten, though it is always advisable to have but one kitten at a time, for experience has proven that even the harmonious influence of the Kindergarten is at times lost on strange kittens.

A little book entitled "Letters from a Cat" has been found to be very helpful in introducing talks on the cat family. The letters addressed to the cat's little mistress are changed from mere amusing incidents to descriptions of different relations of the feline tribe. The following is one of Miss Puss' letters:

"MY DEAR HELEN:—I have a very wonderful thing to tell you. There is a circus in town, and I heard your grandpa say that Puss had some very grand cousins in the large tents. I never dreamed I had a cousin, so I thought I would go over and take a look at them. I climbed up on a post that supported the tent, and looked through a little opening in the cloth. Oh! I was nearly frightened to death. There, in a cage, walking back and forth and looking very cross, was a lion. I heard a man tell a little boy that this fellow was a lion and belonged to the cat family, so I knew it was one of my cousins. He was very big and his tail was very long, with a tuft of black hair on the end. His coat was pale yellow, but I did not think it as pretty as mine. He had a long black mane just like a horse, and I thought he must be angry, for his eyes flamed just like fire. He stretched out his claws; they are shaped like mine,—but oh, my! they are as long as your papa's fingers. I am sure you would be afraid of him. You know, Helen, how I sometimes lick your hand, and you say my tongue is rough. Well, my cousin's tongue is so rough, that if he should lick your hand it would tear

away the skin. I did not talk with him, as I felt somewhat afraid; but I heard the man tell his little boy that the lion, like the cat, spends the day in rest and sleep, and hunts at night. I did not like what he said very well, for I do hunt in the daytime you know; but I will tell you about another cousin in my next letter.

Your mother put the red ball we play with in the bottom drawer of the little work-stand. She then turned around to me and said, "Poor Pussy, no more good plays for you till Helen comes home," and I thought I should certainly cry. I will tell you more in my next letter. Good-by.

Your loving

Pussy.

Hans Andersen's story of the pea blossom furnishes an excellent Spring lesson. The children soaked the pease, examined them under the glasses, found the embryo, planted their pease in a window-box, cared for them, and observed their growth. Among other occupations, the children cut paper pods in which they arranged five lentils for the pease.

Another interesting talk was the story of blind Huber and his close observation of the bees. The children brought live bees to the Kindergarten in their pockets; they were allowed to fly about the room, and for weeks the happy voices of the little ones were accompanied by the hum of the bees. Strange as it may seem, not a single child was stung. The tongue, eyes, and jaw of the bees were examined under the glasses, and the children discovered the little brush and pincers, implements with which the bee works among the flowers. Bee-hives were made of the Third and Fourth Gifts, and all had paper bees that they might learn to distinguish the queens, drones, and workers. They sewed the three different bees, and the hexagonal cells of the honey-comb were sewed and drawn. The end of this sequence was very realistic, as the closing scene revealed each happy child with his own small plate of honey, rapidly cultivating the sense of taste.

For weeks the children had live fish,—cray fish, clams, snails, tadpoles, etc.,—to observe.

In the Spring they had talks and observations on the pasque-flower, Jack-in-the-pulpit, pitcher-plant, tulip, etc. These were pictured with lentils, sticks, rings, and reproduced by sewing, drawing, and clay modeling.

Field lessons are of the greatest value to the class, and there is really *no* limit to the nature work that may be accomplished, and the good that is sure to be derived from it.

And Nature, the old nurse, took
The child upon her knee,
Saying, "Here is a story book
Thy Father has written for thee.

"Come wander with me," she said,
"Into regions yet untrod;
And read what is still unread
In the manuscript of God."

And he wandered away and away
With Nature, the dear old nurse,
Who sang to him night and day
The rhymes of the universe.

And whenever the way seemed long,
Or his heart began to fail,
She would sing a more wonderful song
Or tell a more marvelous tale.

JULIETTE PULVER.

A WOMAN'S DRESS.



HAT a subtile, curious thing it is to be dressed—well dressed, I mean! Clothing is worn for two ostensible reasons,—*protection* and *comfort*,—but in reality for its attractive qualities or beauty. Can you tell me what has taken place when a woman is charmingly attired, even if it is in a cheap gown? Two points must be considered by every woman who would be regarded as dressed with elegance,—that is, with fitness: First, the place *where* the garment is to be worn; second, suitable material for the use it is to serve. While selecting her fabric, a thousand considerations occupy the mind of a truly artistic woman. She notes the color, the pattern, beauty of texture, the ease with which it may be laundered, the durability of the fabric, the beauty or elegance of drapery; and the result is, that when arrayed, this woman of artistic perceptions is a joy to beholders.

The advice given by Polonius to his son, "Costly thy apparel as thy purse can buy,—costly but not gaudy, for the apparel oft proclaims the man," is worth the study of every woman. It is never economy to buy poor material, especially for a woman of limited means. It costs as much in making, does not wear well, never looks elegant when fashioned of poor, cheap material; while a trifling more expenditure of money and thought would give one the satisfaction of being well dressed.

The dress material purchased, the next question with every woman is, "How shall I have my gown made?" "Which of my friends shall I copy?" Copy no one. "To thine own self be true," i. e., to thine own individuality, seeking to enhance the charm of every attractive feature and to disguise every deformity of nature which is irremediable. From the modiste of intelligent, artistic percep-

tions, every student of dress will receive many valuable suggestions regarding her type and its requirements. She will study her *customer* more than her plates in the *Revue du Monde*. Complexion, hair, style of hair-dressing, height, form, and general style, should all be taken into consideration in determining the style of attire.

One may learn much regarding her individual requirements from a study of types allied to her own. These types may be found in old art galleries, on the modern thoroughfares, and occasionally in the fashion books. Any woman can learn from any other who has characteristics in common with herself. From one the beautiful carriage can be acquired, from another the art of melodious speech, from another sympathy of manner, from another the importance of attention to details of personal elegance; in short, all the attributes which belong to a charming woman. Character may be revealed by a woman's dress and by her way of wearing it. It is not beneath the dignity of any woman to study any art whereby she adds to her influence and strength.

What is the object of all advanced study, whether it be mathematics, music, painting, sculpture, or literature, if it is not to lead us, and others through us, to a sense of the infinite beauty, perfection, and harmony? What is more powerfully subtle than harmony of form, color, and utility? A well-dressed woman combines these qualities in rare proportions, and the result is the admiration and envy of her sex. Our æsthetic nature is our highest; it leads to a contemplation and love for the *beautiful*, the true, the good. One cannot ignore the claims a community justly makes upon each individual from this standpoint. Mothers can and do wield a mighty power toward making the lives of their children insensible or sensitive to these things, through their careful attention to all the details which self-respect demands in their outward appearance, their dress. A careless, slovenly teacher does not inspire the little ones under her care with wholesome, clean ideas. It matters not how great their erudition, such teachers fail from first to last, who fail

to create in their pupils a sensitiveness to beauty in every form. Was it that the children wished her to expend more money upon her dress? No, that would mean nothing to them; they could not tell what it was about her that was wrong. Her dress was of suitable material, but a button was off, a large spot was on the front of it, her hair was untidy, her collar soiled, her nails not clean, nor her teeth white and beautiful. Note the contrast: a bright, clean face, teeth that shone as she smiled, nails so neat that when she helped Mary with her work, Mary resolved to scrub her dingy little hands until they should look like Miss ——'s. The dress too was neat and tidy, clean collars and cuffs, or a bit of lace, — very inexpensive but dainty, even if it be black; eyes wide open to take in all the possible beauty that could stray into them, whether from the children, the sky, or surroundings. Which teacher will have the best influence upon those children? Would you have your child absorb the careless indifference of the first? A teacher of some very poor little children said, "I wear my worst and least attractive clothes to the Kindergarten." Looking at her, one believed it. She could not without effort have looked worse. She was as careless in her language as in her dress, and more common in her manner than the worst conditioned of her children. It was a task to remain in her atmosphere, and again and again I asked, "*Why* is she allowed to be in this position?" "Why must these children still be kept in the same wretched mental condition as their homes?" In their teacher, whose personality *should* have been an *inspiration*, was nothing to brighten the dim little eyes, nothing to lift the weary mind, nothing to cheer the sad little lives. The true woman, if she had ever existed, was dead in that teacher. She could not *afford* to dress well, that is, suitably for those children.

Two young teachers once stood side by side in a school-room, as their little ones filed in at the morning session. Both were possessed of bright, attractive faces, but one enhanced her personal attractiveness by a bright, picturesque costume; the other had toned down her personal

radiance by a dull, somber gown, unrelieved by ribbon or flower. A chubby little fellow toddling up the line with an immense bouquet in his hand, halted in front of the young women, looked each over critically, and then handing his flowers to the teacher in the bright attire, said to the other, for whom the flowers were evidently originally intended, "I don't love you to-day; you're not pretty in that black dress." Yet there are scores of teachers, scores of mothers, who think with children it does not matter. Still upon the sensitive, susceptible mind of childhood no detail is lost.

That is a *false* notion in training—that the *occasional* will make the permanent impress upon character and action. It is the every-day life, the habitual good-will, the ordinary conversation, the every-day dress which will determine the wearing of the robe of high action, peace, and harmony. Never allow your profession to trammel you in your looks. You are women, therefore you will dress like women, not like music teachers, doctors, seamstresses, teachers, or household drudges, as many mothers do without necessity. *No*, you will *not* adopt any dress which will stamp you outwardly as being anything but women.

"Take this to heart: dress well, do well, be well."

CAROLYN M. N. ALDEN.

CHILDREN AT THE WORLD'S FAIR.

THE byword everywhere, at present, is the "World's Fair." Everybody is actively interested in the prospective glorification festival which shall reveal the pulse of the world in its many and varied manifestations; and so perhaps the present is the most opportune moment in which to say something in relation to the same.

The World's Fair shall yield up all the treasures of the world and lay the utterances of man palpably before us. The World's Fair is today conferring with the whole intelligence of the world, asking it to contribute its all for the universal benefit of humanity; and if we know how to recognize it, we shall there find the solution for the whole social problem: man's relation to mankind, which connects him inseparably with his brother.

No great thought was ever progenerated for the sole benefit of self; we are impelled to do something either because we cannot deny an impulse which demands recognition, or because we acquiesce in that great universality of mind which eternally claims its supremacy. And if we search the question and bring it home to our real selves, in our true self-consciousness we will discover that we mean to give as well as to receive; and this same purpose is the force which is propelling the world toward the summit of its aspiration.

No rivalry of spirit could have laid the foundation for such a display as will greet our senses next May; but it was the firm demand of man asking his brother man to show him what he had done for him.

But let us profit by the object lesson we are to receive, and remember that the duty we owe ourselves is the same we owe our neighbor, and the command "Love thy neighbor as thyself," is no more imperative than the one implied in the words, "Suffer little children to come unto me, and

forbid them not, for of such is the kingdom of God."

Our children to thrive need the most beneficent environment, and in our own festival we must provide for them. The Children's Building was created with a view to giving the young mind, in its state of receptiveness, that same opportunity which we give ourselves when we begin to realize what we want.



MRS. GEO. L. DUNLOP,
Chairman Committee on Children's Building.

The children of the nations will be gathered together under one roof at the Columbian Exposition. The building worthy such an assemblage is built by the love of the women of the world for the world's little ones. It is to be a "house beautiful," with broad, expansive spaces and lofty ceilings. It is to have, above all else, better than a beau-

tiful exterior, better than lofty domes or pillared halls,—better than all that, it is to have the free atmosphere of the ideal home. A general description of the Children's Building was given in a previous number of this magazine.

As is well known, it has a better excuse for being, than merely to stand there as an elaborate monument to a sentimental appreciation of childhood's beauty and innocence. It has a mission beyond that of the picturesque. The mother hearts are not willing to miss the great opportunity to learn of the best masters of child culture the newer methods, more expedient ways and means of rearing children, that they may wax strong and beautiful and true.

Every phase of modern educational training will be traced out here in object lessons that cannot be misunderstood. There will be the best cradle in which to rock the nurslings of a future generation; there will be the most beautiful, because most appropriate, garments in which to clothe the budding genius of a new age, and there will be illustrated the noblest influences which a passing race may shed abroad over the unfolding of the one about to succeed it.

Not only will there be exhibited the right things with which to surround children, but also the right thoughts.

The people who believe that man is made by circumstances will have an opportunity to see how circumstances and environment may be first controlled by man. The beautiful building is to be complete in every appointment,—not elaborate and gaudy, but appropriate to its purpose. The architect selected by the ladies' committee in charge, Mr. Alexandre Sandier, is well fitted to design this building. He was chosen because he had planned the children's building at the last Paris Exposition; he was also connected with the firm of Herter Brothers for many years, where he proved his ability as a designer of many beautiful homes.

The outside of the house, however beautifully proportioned or artistically finished, by no means makes it the home. It is only when it has been inhabited, and when the individuals dwelling there have traced the handwriting

of their tastes, their loves and lives upon its walls, that it becomes a home. The Children's Building is to be beautified and adorned in the manner most becoming its various purposes, one of which, and by no means the least, is to illustrate how interior surroundings may be made harmonious.

When we think of the myriad miles of bare schoolroom walls that belt our country, which are being gazed at daily by thousands of impressionable children, which might be covered with story and color suggesting the beautiful, we are glad of the possibility of improvement through the suggestions which this building will offer to the educators of our children.

If a few of the fame-hungry artists who wait with an eternal patience to secure the privilege of a few inches of coveted *salon* wall in Paris could but utilize these vast opportunities, they might reach immortality by a shorter route.

The decorations of the Children's Building will suggest many possibilities in this line. Mr. George L. Schreiber, who has charge of the same, has given much study to decoration, and makes it his life's problem to apply the same to the needs of the growing development of the country. He has been successful in his vocation, having received a medal in the School of Fine Arts of Paris, and at present his work is promising great success.

It is commendable that the artist should respond with his art as liberally as he has, and now it is of importance that the community should respond by its appreciation of the effort made in its behalf—where it gains all for its willingness to take.

These decorations have been arranged to serve a double use, in not only decorating the rooms of the children's pavilion, but with the purpose of being used after the World's Fair is over. They are designed in panels, and as parts are complete. There are ten special panels ten feet six inches by four feet, and four medallion panels four feet by four feet, beside numerous others representing the signs of the zodiac, and one large ceiling decoration for the library.

The subjects for the special panels are taken from child life, illustrating occupations and pastimes of children, and certain fairy tales, also from suggestions in "Die Mutter und Kose-Lieder."

There are three subscription lists:

- (a) The general fund list.
- (b) The children's list.
- (c) The special panel list.

The special panel list includes those who subscribe to special panels, which revert to them after the exhibition is over. The general fund and children's lists include subscriptions to all unspecified decorations, and go to defray the expenses of all such work.

The list of subscriptions will be published next month.

THE ROUNDS AMONG KINDERGARTNERS, EAST AND WEST.



THE Kindergarten world is by no means limited. It is no longer merely a neighborhood affair. It has passed the stage of pioneer struggle, and is being extended wherever there are progressive people with aggressive policies. A six weeks' tour from center to center of this ganglia of the work has revealed mines of interesting facts and dispelled the mists of fiction which "hearsay" invariably accumulates. Beginning in the known, traveling from thence to the unknown, investigating the near that we might better estimate the far, we visited first a few of the home Kindergartens and workers, the former numbering a full hundred. As a special preparation to answer the many questions asked about Colonel Parker's work, we spent a morning in that institution. There was the usual atmosphere of informality and good will. The cardinal aim in this normal school is the study of pedagogy from life. The student teachers, whatever else they may be taught, are brought into contact with the little children in the Kindergarten, and expected to begin their interest in educational experiments here. Consequently a homelike feeling pervades the institution.

The directress of the Kindergarten, Miss Annie Allen, is not confined to her special realm, but is brought before the normal classes to expound the doctrine they daily see practiced. The children of her Kindergarten were in the midst of the cheerful subject of warmth and heat in our homes. They were observing fireplaces, their construction, use, and ornamentation, and had found many wonderful bits of tile and woodwork. In their games they contrasted the blowing and snowing of Winter with the genial warmth and cheer of indoors and the inner family life.

At Grand Rapids, Mich., we found a growing intensity in the public interest in the Kindergarten cause. The training school, under the direction of Mrs. L. W. Treat, was a veritable electric battery, sending out the most keenly active workers all over the city, each full of the wonder and beauty of her work. There was no room for lukewarmness here. The Kindergartners visiting the city were made the guests of the class in the most cordial manner, and amid a glow of zeal and enthusiasm. We found thirteen Kindergartens under the Kindergarten Association of the city, which has not yet celebrated its second birthday. The Association has been offered the gift of an endowed Kindergarten, to be located in the Polish district. Three public schools have fully equipped Kindergartens, and more are to follow as soon as the ground is deemed ready. There are two mission schools in the most lowly parts of the city, which are demonstrating the purifying efficacy of the work. In connection with these regular departments of an association work there is an extensive parents' study class, divided into a two years' course of work. But better than all this is the regular normal class of public school teachers, forty of whom are in the midst of a second year of training.

Muskegon, Mich., has long since been recognized as one of the pioneers in the successful establishment of public school Kindergartens. There are nine of these in full operation at present, under the supervision of Miss Stella Wood. The cottages to accommodate the Kindergartens are an attractive feature in the school yards, and stand beside the greater buildings as child to parent.

The history of the Kindergarten work in this country records many mistakes on the part of over-zealous workers, but little by little nobler efforts are following the effects of these experiences. It would seem that Detroit, Mich., has taken up the work in a most desirable manner. Under the supervision of Miss M. E. Coffin, assistant superintendent of the Detroit schools, and Miss H. Scott, principal of the normal school, large study classes have been called, to which all the teachers in the public schools, regardless of grade, are

summoned. At these classes the general principles of the Kindergarten system, as well as the practical application of the same, are discussed and thoroughly investigated, and as much as possible of the result is at once incorporated in the primary and other work. Mrs. L. W. Treat, of Grand Rapids, is the director of this work, and at her last meeting with the teachers, February 3, was tendered a reception, which revealed a most cordial appreciation of her work with them and their interest in progressive methods. Escorted by Superintendent Robinson we visited several of the schools, and found light, bright, homelike rooms everywhere. The methods as a whole showed an intelligent application of the new in education.

At Toledo, O., we met Miss Mary Law and her sisters, who have for many years conducted a private Kindergarten and training class, and enlarging by faithful work the public interest in the cause. At Columbus, O., we were welcomed by a thriving Kindergarten association, which carries seven well-equipped Kindergartens and a large training school. Miss Alice Tyler and Miss Elizabeth Osgood, formerly of St. Louis, superintend the work, and each directs a Kindergarten. The Columbus association has taken for its immediate work the pushing of a bill before the legislature allowing by local option the opening of Kindergartens and changing the school age to four years. The ladies, with their persuasive influence, won the legal ear of the state assembly to such an extent that an important bill before the house was postponed that Mrs. L. W. Treat might present the foremost arguments in favor of the Kindergarten bill. Great enthusiasm followed the discussion, and the Columbus representative prophesied a favorable result. One of the privileges of such a tour is to find so many schools where the home freedom and informality reigns supreme. Miss Phelps' private school in Columbus is one of these school homes. The entire family of a hundred or more girls was invited to meet the visitors and listen to a description of the Children's Building at the World's Fair.

Certainly of all the cordial, hospitable people who know

how to express their genuine feelings in word and deed, none may equal the Kindergartners. When we realize the network of active potent influence which these educators are weaving all over this fair country, we may well say a new era is upon us.

AMALIE HOFER.

To be Continued.

WISDOM AND KNOWLEDGE.

Friend, wouldst know why, as a rule,
Bookish learning marks the fool?
'Tis because, though once befriended,
Learning's pact with wisdom's ended.
No philosophy e'er throve
In a nightcap by the stove.
Who the world would understand,
In the world must bear a hand.
If to wisdom you're not wed,
Like the camel you re bested,
Which has treasures rich, to bear
Through the desert everywhere,
But the use must ever lack
Of the goods upon its back.

From the German of Bodenstedt.

EDITORIAL NOTES.

FROM an educational editorial in the *Christian Union* is gleaned the fact that that journal severely criticizes the Kindergarten management of the World's Fair. We think the article shows either a very unreliable source of information on which to base its editorial note, or absolute ignorance concerning the circumstances. We prefer to think the former, on account of the great ability and broad-minded consideration that the *Christian Union* has always given the subject of the Kindergarten. From the organization of the Kindergarten of the Workingman's School of New York city, through all of its resulting Kindergarten work in Brooklyn, Jersey City, Hoboken, and elsewhere, the *Christian Union* has been foremost of Christian journals in sanctioning and upholding the new education.

Owing to some informant, the *Christian Union* is made to say that the establishment of a model Kindergarten at the World's Fair is in violation of every Froebelian principle, and "some society for the prevention of cruelty to children is called upon to prevent this slaughter of childlike innocence and modesty." The informant of the *Christian Union* need have no fear, for this model Kindergarten will be conducted by two leading Kindergarten associations of the United States. The Froebel Association, under the leadership of Mrs. Alice H. Putnam, a pioneer in public school Kindergarten work, will be in charge for the first three months, and the Chicago Free Kindergarten Association—composed of such eminent divines as Dr. F. W. Gunsaulus, Dr. F. M. Bristol, Bishop C. H. Fowler, Dr. Luke Hitchcock, Bishop Charles E. Cheney, Dr. S. J. McPherson, Dr. P. S. Hensen, such leading charity workers as Mrs. A. P. Kelley and Mrs. P. D. Armour, the Hon. Thomas C. MacMillan, president of the Educational Aid Society, Miss Frances E. Willard, and scores of others of equal promi-

nence in religious and temperance charity education—will take charge for the second three months. Among the graduates of the normal schools of these two associations will be found many of the leading Kindergartners of the present day.

The plan of this model Kindergarten was decided upon after a careful discussion of the Exposition's Kindergarten Advisory board concerning the best way to push a knowledge of the value of Kindergartens into the numerous localities where it is as yet unknown. This advisory board consists of the foremost Kindergartners of the United States, including Miss Pingree of Boston, Miss Stewart of Philadelphia, Mrs. Hailmann of La Porte, and others.

When the plan of the room, and of exercises, and the object of this model Kindergarten at the World's Fair are understood, they will meet with opposition and criticism from no source whatever, except possibly some person who, in the slang of the day, "isn't in it," and whom we judge to be the informant of the *Christian Union*.—*Fannie Schvedler Barnes.*

AN APPEAL.—As has been already announced in a previous number of this magazine, the matter of decorating the interior of the Children's Building has been put into the hands of Kindergartners. Every Kindergarten who appreciates the respect thus shown to the "cause," and who has an interest of any quality whatsoever in the children's work at the Fair, and the beautiful building in particular, should identify herself with this work.

The expense of the decorations is being covered by private and voluntary subscriptions. Cannot you give something toward the *fund*, which is growing in an enthusiastic way? or can you not induce some friend to contribute? In some localities several Kindergartners have combined together to send in a small purse. Kindergarten associations and clubs are contributing their \$10 or \$25, in order to be identified with this educational art opportunity. Parents have sent in checks in the name of their little ones, who

when seeing the building completed, will feel that they, too, have done their share.

This decoration fund is to represent the art feeling of Kindergartners everywhere. It is not a local nor a temporal affair. The making typically beautiful the children's palace of the Columbian Exposition, and displaying the possibilities of wall decoration for school and home use, is one part of the occasion. The other and best half is, that these decorations are to be permanent, movable canvases, which, after the six months' service at the Fair, are to be circulated all over the mission, public, and charity children's institutions of the country. *

Can you not volunteer to secure a certain named sum toward this work? Write to the KINDERGARTEN MAGAZINE for information or suggestions. There are only two months left in which to complete the work, and the extent of it will largely depend upon the generous response from you.

A LITTLE bird flying from Kindergarten to Kindergarten all over this broad land, may hear the familiar strains of the cobbler, the busy blacksmith, the good baker and carpenter. The months of January and February are very generally devoted by Kindergartners to the trade world. The blessings of industry are descending upon rich and poor alike in these workshops of the children.

A busy, sturdy, healthy hum is rising up to heaven, as from a hive of busy bees in June. The industrial instinct of humanity is brimming over, and the little men and women of the world are miniaturizing the great trade and labor world about them.

Many a one of these will, when grown to meet the realities of this work-a-day world, put a joy and gladness into his work because of this happy, hearty play. "The greatest happiness is unimpeded energy." Let children hammer, saw, pound the anvil, drive the pegs, and stitch away their young energies into a social fabric which shall never decay for want of an object which shall make life worth living.

A SKEPTICAL gentleman recently visited a Kindergarten, where the trades were being investigated and lived out by the children. One boy said: "I was pounding nails in my box yesterday, and oh, how I did sing 'Ho, hammer'! I was a pretty jolly carpenter."

"Whom does the carpenter build for?"

"For the baker and the blacksmith; and the baker sends the bread to the carpenter."

"My father took me down to the big kitchen in the hotel, and let me look into the big, big oven. More than a hundred cookies were baking."

"The blacksmith shoes the baker's horse, and he works for other people."

Finally an eager little face, full of the intensity of the struggle to bring forth a new thought, caught the Kindergarten's sight. The child said: "Everybody has to have everybody!"

The gentleman visitor bowed his head in silent comment.

THE statement has gone abroad, but with little weight among Kindergartners, that there is to be a *show* Kindergarten at the World's Fair. This rumor has called forth a decided and just expression against such a monstrosity as a "show Kindergarten." It stands to reason that all sound-hearted and sane-headed Kindergartners will oppose such an exhibit. It is utterly impossible for any but the *thoroughly professional* and *generally recommended representative* workers to secure so much as a hearing before the committees who bear the responsibility of legitimately presenting the nobility of the world's work. There is consequently no danger of a "show" Kindergarten, whatever of the "applied ethics" of the Kindergarten system is presented to the public during the Fair. Nothing short of a genuine, honorable, creditable Kindergarten may be expected.

TWO LITTLE children were standing outside a grimy blacksmith shop; the light from the charcoal fire within, lighted up the smutty face of the smith. The children

looked and followed every energetic movement of the busy man, and by and by walked away. After a little silence one of the boys said: "How black his face was, and his hands too!" The other boy said eagerly, "But maybe he is a dear good papa, anyway!"

A PROMINENT leader in the national work of organized charities has publicly committed himself in these words: "There is no doubting the fact that the Kindergarten is the true basis for all philanthropy. Let us mend the little rents in the social fabric."

PRACTICE WORK.

A NEW GAME AND HOW IT WAS MADE.

"We *must* have some new games," said one of my assistants, half impatiently, as a little one, in spite of suggestions, insisted upon making a bird's nest, which had already been played four times that week.

Like many another Kindergartner I pondered this saying, and while truly believing that few new games can as fully satisfy and delight children as the Bird's-nest, in its sweet home feeling, and the Blacksmith with its vigorous day's work, or the happy-go-lucky Boy Blue, whose cows dispose of such immense quantities of the forbidden corn, I determined to satisfy this demand at the earliest opportunity.

The snow, for which we had all been looking, came at last, and we could take up that subject out of fairy-land—*water*. Therefore, to make the impression of morning talk and Gift lesson deeper, I began to think of games which, touching the dramatic instinct, might aid us in that effort.

Monday the subject was clouds and rain and how streams are made. This last was rapidly sketched on the board, and we sang "See Millions of Bright Raindrops." In the chorus the children made the fingers of the right hand "dance" while they "beat time" with the left. This first effort to do one thing with one hand and another with the other was very funny.

At the tables, with the sticks the children made the picture of a house with a pipe running from the roof into a barrel. As the wind blew from east to west (left to right), the children made the slanting motion with the hands and then were given inch sticks with which to make the rain. A tree was also made, and the children were led to decide that the trees must bend in the same direction with the rain. They then drew straight and slanting lines on the board, or, if they chose, drew the house.

For the first game I found some suggestions in back numbers of the indispensable KINDERGARTEN.

One child selected seven or eight others to be a little cloud of water drops, who clustered together in the center of the ring. Then those on one side waved their arms up and down, "blowing" the cloud to the opposite side, which in turn sent it back, to the music of rapid ripples and runs from the piano. Then it began to rain, and as we sang "See Millions of Bright Raindrops," the hands of the children in the cloud were stretched high in the air and fluttered down to the floor again and again, until all the water drops had left the cloud, and as the pianist played a merry waltz they trickled into a little stream which ran around the room and back into the "pond."

Then the sun shone again, driving all the water drops away but one, who remained to choose six little fairies to bring in the rainbow.

They went outside of the ring until the others sang:

Seven little fairies came
When the storm was ended;
Seven little fairies came
Dressed up very splendid."

Then running in and twice around the ring to waltz time, they stopped in a circle, holding hands, dancing around first one way and then the other, as the song was finished. And then they glided softly back to their places, as the rainbow "faded" away.

I added one verse to this song found in "Songs and Games for Little Ones":

Seven little fairies, then,
When their work was ended,
Danced and sang a happy song;
And don't you think 'twas splendid?
Fairy white the raindrops bright,
Then yellow, red, and blue,
With purple, green, and orange too,
Just make the rainbow hue.

During the week the different subjects of the morning talks were: 2. Use and Evaporation; 3. Snow and Steam

(illustrated); 4. Dew and Frost; and on Friday that pretty story in a late KINDERGARTEN, "The Discontented Water Drops." At the tables the children inclosed spaces for ponds and tubs with the Third and Fourth Gifts, and for protection built houses, etc., with slanting roofs from the Fifth Gift.

They made forms for snowflakes with tablets and rings, and for one lesson at the baby table the colored balls were the fairies, who were danced in to make the rainbow; after which each child chose some color and played at tossing the balls, one calling a playmate by name to catch the blue or red or yellow fairy as it flew.

For the occupation at this table for that day we had the sand tray and made a hill, the banks for a little stream and a pond; then tipping the tray a little, poured in water, which made the stream running into the pond.

The children were delighted with this realistic bit, and then worked very carefully folding boats to sail in the pond.—*Jessie E. Waite, Walla Walla, Wash.*

THE MISSION OF THE MINER.

The good carpenter has been the genius which has held our interest in the Kindergarten during January. We are now going down into the coal mine to see where the carpenter's fuel comes from. We have already promised one little fellow to build the miner's house with our blocks. The shafts of the coal mine will demand the attention of our tools and heads, and the knowledge of the perilous task of securing the coal will no doubt make us all better appreciate the bright open fires at home. The miner will dig the coal for the carpenter's cheery home, also for his shop. The children are searching with avidity for all the pictures they can find of the brave men who spend their days in the underground darkness that we may have warm and glowing firesides. In Harper's old geography we have found some very good illustrations; also in the "Stories of Industry" (see March book bulletin). The "Charcoal-burner," in Froebel's "Mother-Play" book, has been our aspiration, and

we found by its help how both miner and carpenter work for the many, arduously but willingly. Froebel's own purpose in presenting this song was to elevate the meanest labor, the lowliest and smuttiest laborer to his true and worthy place in man's recognition. The words to this song, as translated from the original, will speak for themselves:

The charcoal-burner's hut is small;
'Twill scarcely hold two men at all;
Yet in it dwell, in cheerful mood,
The burner and two sons, so good.
They bring up the wood, to charcoal burn it,
That to good use the smith may turn it.
How could we have spoons, knives, and forks made,
And many things else we daily need,
If the burner with blackened face and hair
Did not burn the coal with patient care?
We'll praise his good heart, for no shadow comes here,
Even tho' his face is blackened and sear.

We have a large box of wooden cubes two inches square, which, used in building, bring larger and more satisfactory results to the children. These we used in building the houses and mine shafts, and the regular Third and Fourth Gift blocks for the miner's and carpenter's tools. This distinction in size seemed to have great weight with the children. After the sequence forms of the tools had been dictated in the solid, the children reproduced from memory pictures of the same, using the square tablets. The interior of the mine, its drifts and tunnels, were outlined with the sticks of different lengths. Meanwhile we have had the clay twice a week for occupation work, as it appropriately carried out the thought of the massed material we were handling, and the sand-table was brought in for a final general free play. It was most speedily transformed into wonderful underground caverns and passages, with deep shafts into hills and elevations. In the paper folding we discovered an excellent oblong box-car to run up and down the mine, as well as baskets and boxes for drawing the newly loosened coal up out of the mine.

The natural suggestions of the children which have

come out of this work, bring us to consider the sunbeams and what they have had to do with these deep wells of black, black coal, which can be transformed into heat and light and cheer. The inner cheer of the home and the heart is involuntarily symbolized here. An old German poet has it thus:

The man who turns the soil
Need not have an earthly mind;
The digger 'mid the coal
Need not be in spirit blind;
The mind can shed a light
On each worth labor done,
As lowliest things are bright
In the radiance of the sun.

—Fanny Chapin.

N. B. For building purposes cubes the size of the new Second-gift blocks can be obtained and used with advantage. If the sand-table cannot be used daily in the Kindergarten, these blocks piled neatly at the side of the room answer the same use in free work, and the possibilities are much greater in size and proportion.

A PRIMARY TEACHER'S EFFORTS.

Menominee, Wis.—In the Field Notes of the January KINDERGARTEN I find that the combining of Kindergarten and primary work is not exactly approved. I wish that we might have further notes on the subject, for the combination of the two is exactly what I am aiming at in my school.

In the three schools of Worcester, Mass., spoken of, are there two teachers in the room during the entire session?

About twenty of the younger pupils of my room are given Kindergarten work only. About twenty of the older ones are doing first-grade work. While the first grade read, or have a number class, the Kindergarten children are laying sticks, parquetry, etc., according to designs drawn upon the board. They can draw pictures from blackboard copies, weave mats like one hung in view, etc. While the first grade write reading lessons, or do their slate number work, the Kindergarten children are given gift work, dictation lessons, etc. When the first grade have their penman-

ship lesson, the others draw lines in different positions, stars, chairs, etc., in spaces like those for the letters.

The opening exercises include songs, stories, games, and talks, and the work of the Kindergartners is planned to accord with these exercises.

At one time during the day both classes are given some Kindergarten occupation or gift, as I wish the older pupils to do as much of the Kindergarten work and enjoy as much of the Kindergarten spirit as possible.

Now, I can send the older children into a room where only first-grade work is done. The question is, Would it be better to do so? All in my room are five years old or over.

It seems to me that the cultivation of the imagination is a serious question.

I fear that our "making believe" plays will cause the children to tell "make believe" stories, when they should tell true ones. At times I have had some quite impossible stories of bears, dogs, horses, etc., told me.

One day we were ironing four-inch paper handkerchiefs, and had a stove made of the Third Gift. In his efforts to make his play seem real, one little boy said, "Oh! I have burned my finger on *my* stove."

I am troubled to know how to cultivate imagination and enjoy our plays and stories, without ruining the children's ideas of truth.—*A Subscriber.*

A SCHOOL journal has this to say on the subject of Kindergartens in the primary departments:

The subject of putting the Kindergarten occupations into the primary school is now one of the regular subjects before teachers' meetings. Let it be distinctly understood that *Kindergarten* occupations cannot be carried into the primary school, any more than high-school studies can be carried into the college. Proper occupations can be found for the primary school, and that is really the great question now for primary teachers; what these are will demand a good deal of careful study. Let the word be passed along for every thoughtful primary teacher to think and experiment concerning the occupations that may be used for educational ends in their school-rooms.

MINER'S SONG.

(Adapted from "Busy Blacksmith," to the tune on page 63, Eleanor Smith's Song Book.)

Busy miner, what are you doing
In your deep mine all day long?—
Iron now you see I am digging,
To make nails so good and strong.

Chorus: Cling clang—cling clang!
Hear the hammer ringing;
Cling clang—cling clang!
This song is ever singing,
Pickax pounding,
Iron ever sounding,
While the miner sings his song.

Working hard and steadily ever,
See him striking blow on blow.
Here's some bread and butter for you,
Which will help you strong to grow.

Chorus:

The children of the Kindergarten for whom this adaptation was made, arranged to play the game in this wise: They turned down the two legs of a long table, thus making a slant on top, on which they drew up the coal or iron car attached to a string, and the string hung down over the high end of this table, under which the miner crawled, and at the lower end of which, underneath, were pieces of iron ore, brought by the children in our talks. (The car was made of the cover of the large Second-gift box.) The song was sung while the miner was in the mine working with hammer and pickax—represented by a slender stick of wood and a real hammer. The miner, of course crawling in the mine and having to lie flat on his stomach, received an impression of how hard the real miner worked. The iron after it was loosened from the mine was put in the cart on top of the mine, or table, and slowly lowered, when it was received by other children and transferred to an imaginary furnace and bought by the blacksmith, thus connecting it with the trade

world. In the second verse, the miner's little girl or wife brought him a lunch, as that best carried out the idea of the picture we had, and hence the allusion to the bread and butter, and the connection between the home life and the trade world. This might no doubt be much better adapted, but the children were pleased and called for it day after day, thus showing that it satisfied them.—*Marion B. B. Longzettel.*

In this connection see the story of the miner in *Child-Garden* for February.

OPEN QUESTIONS.

Q.—Would you encourage parents to come into the Kindergarten? Is it well to invite them to a training class?

A.—Having visitors at the Kindergarten is often a means of securing great interest on the part of previously disinterested parties; the parents see their children at work and have the latter explained by the Kindergarten. The number of visitors is sometimes necessarily limited by lack of room. In the most successful training school it is considered an excellent thing for mothers to enter the work regularly. The parents' study classes are being taken up in many places to meet what has become a demand among parents,—viz., to know more about Kindergarten methods.

Q.—Can you tell me if there is any book that is helpful to a Sunday-school teacher who desires to instruct a class of children from four to eight years old, in the first principles of right and wrong? I would prefer one which draws its illustrations from nature and natural objects.

A.—A careful study of Froebel's "Mother-Play" book would present you many illustrations such as you ask, and would also help you to make original and helpful application of all the principles concerned. The bound volumes of the KINDERGARTEN MAGAZINE, III and IV, contain series of practical Sunday-school lessons, which illustrate very clearly how these may be given from the Kindergarten point of view. These articles are illustrated and very suggestive.

Q. In the district where I am at work there are about a hundred public school teachers who have never heard of the

Kindergarten; how can I best approach them with this information, so greatly to be desired?

A.—First of all, do not put up any barriers between yourself and them; make no distinction between your work and theirs, except as the results tell for themselves. Do not take the attitude of a misunderstood reformer, but rather let them feel that you have found something practical and helpful which they too are seeking. When the chance comes give generously of all you have, and spend your golden opportunity telling of the better way, rather than condemning the old, and the blindness of those trudging in it. Let good common sense prompt all the arguments and expositions.

Q.—Will you kindly tell me about the study of Delsarte in connection with Kindergartens? Is it a part of the regular training for a Kindergarten, and how long a time does it take to master it?

A.—The study of Delsarte, or physical culture, is very generally made a regular branch of the Kindergarten, as it should be of all teachers' training. It is the practice which, under correct and intelligent guiding, brings the body to normal poise and freedom, and by which the latter is made the true expression of the mind. If a teacher wishes to show a child how a bird wings into free air, she must have gained some sense of freedom and harmony. This illustration is given in answer to the last question, of how long it may take to master this branch. The daily practice in the Kindergarten, of the general facts learned in the classroom, in time brings the desired results. These facts can be gained of a private teacher and worked out.

Q.—I have never approved of the perfectly untrained assistants entering a Kindergarten at the very beginning of their first year of training, as teachers (?) of the Kindergarten ideas, when they themselves have not the slightest experience to know how to go forward with the work. Is this *just*, either to the pupil-teachers themselves or to the susceptible little ones put into their care? The answer is, to me, a very decided "No!" Can this be remedied? and I

would say "Yes," in this manner: *After* the first year of an association's training class, which has partially fitted the pupil-teachers to take up the work intelligently on their own responsibility, let such teachers take *charge* of the tables, under the supervision of the directress, with the new, untrained assistants as *helpers*, thereby doing thoroughly good, and what should be satisfactory, work. Let this arrangement continue for the first half of the year, by which time the *helpers* will have learned much by the actual doing, and by the observance of the execution of trained hand, head, and heart work, both in the training class and the work with the children. Then, and not until then, are they ready to take competent *charge* of any work on their own responsibility, and the other teachers may then be relieved. What do my sister Kindergartners think of this question? Will all who have an opinion on the subject, and chance to see and read this, please help?—*A Fellow-worker, S. G.*

Q.—How much space has been allotted the educational exhibit, and will Kindergartners have an exhibit of their own?

A.—The space assigned to the educational exhibit in the south gallery of the Manufactures and Liberal Arts Building amounts to 175,000 square feet. Here every grade of every department of educational (which has a broader meaning than public school) work will be shown. As originally intended, the work was to run by states, alphabetically arranged and placed side by side, while the grade of work, beginning with the Kindergarten, and followed by primary, intermediate, high school, college, etc., etc., will fall in lines the opposite way, so that all the exhibits of a kind fall into an accessible line. Here we have a front line of all states and countries; just behind and parallel will be found the exhibit of what each has done in Kindergarten; the next aisle will show the corresponding primary work, and so on. Each visitor to the exhibit may in this way make his own comparisons and study intelligent.

FIRST LESSONS WITH THE FOLDING PAPERS.

The Kindergarten folding papers prove very attractive to children. Even before they are able to fold, the simple forms—square, circle, and triangle—are found to be full of beautiful and interesting things. Easy lessons or plays should then be given based upon form, color, quality, material, and the uses of paper.

Beginning with the square form, develop the fact of corners and edges. A square of paper is given to each child. This may represent a tiny table, and a tea-party may be given, letting the children place plates (Mrs. Hailmann's lentils) at each corner, then changing to sides; or it may suggest a square room to the children. Give each *one* lentil; this may be a "pussy," and the familiar game, "Pussy wants a corner," will be thoroughly enjoyed.

Pussy wants a *front* corner. Can pussy find another *front* corner? How many *front* corners? Let pussy find a *back* corner. Another. How many *back* corners? How many corners did pussy find in the room? If not too hard for the "babies," pussy could find *right front* corner, *right back* corner, *left front* and *left back* corners. Pussy may find the different sides, in the room too. The children are now ready for the visit of a pet cat; encourage them to talk about it. If a cat story is told by the Kindergarten in which kindness to dumb animals is exemplified, the children will be likely to join very heartily in singing "I love little Kitty, her coat is so warm," from Mrs. Hailmann's songs. One of the stuffed cloth cats, now so commonly seen, would delight the children, and a particularly restless child would be happy to let this pussy find all the corners in the schoolroom.

Color.—With the "babies" who are not very familiar with colors, the first color play with the folding papers should be a test in color. Pick out some one or two colors, letting the child find one or more exactly like it, not troubling about the name; that will come later. Place several of each of the different-colored squares on a low table so that all may see them. The Kindergarten, holding a blue ball, or one of another color, calls on a child to find a square

dressed like the ball. Sharp eyes are required, and I have found even the smallest children all interest.

In this way the teacher can get in one lesson a general idea of the children's knowledge of the six spectrum colors. A story of the sunbeam fairies, illustrated by the glass prism, will very fittingly close the lesson.

Qualities.—After each of the children has chosen a sheet of paper, let them tell you, one by one, a "story" of it: "My sheet is yellow," "My paper is smooth," "The paper is square," etc., thus reviewing form and color and developing from them all the qualities of the paper,—thin, smooth, light, will bend, etc. A sheet of lead paper (this comes around tea boxes and can be gotten at any grocery store) cut the size of the square folding papers will be useful in helping the children to discover the quality of lightness in weight. One may be allowed to close eyes, with hands extended, the Kindergartner placing the sheet of lead paper in one of the child's hands, the folding paper in the other. If asked to tell something of each, immediately the answer will be, "One is heavy, the other light."

Others will be delighted to discover this quality. Let them mention objects having similar qualities,—heavy and light.

If a bright-colored zephyr thread is drawn through each square, it will give the little ones great pleasure to fly them around the room for kites. Our kind friend Mr. Wind is thus introduced, and a short story of his work may be used here with advantage.

Material.—Can the children tell me who it is that goes along the street crying "Rags! rags! rags!"? "The ragman! the ragman!" is heard on every side. What do you suppose he does with all these rags? Well, he sells them to the men who own paper-mills; there they are washed and thrown into a great machine and ground very fine. Next they are boiled until they are changed to a paste. This paste or pulp is spread out thin and heavy rollers are passed over it, until at last the nice, smooth paper is made.

After the folding squares have been given out by a "little

helper," they may be called flower beds. If small boxes of the colored lentils, classified as to form and color, are given the children they will be happy in planting flowers in these beds for the ragman and his children. In arranging the beds many of the children are sure to invent beautiful forms.

At another time the story of Mrs. Wasp, the first paper-maker, will naturally suggest itself.

The Uses of Paper.— Each child is ready today to tell you something for which paper is used. For the timid ones and those who have not yet learned to think readily, it will be well to have at hand various kinds of paper,—wrapping, writing, blotting, wall, newspaper, etc.,—as these will help in suggesting to them its many different uses. The children are sure to be interested in some of the strange uses of paper: basins, water buckets, car wheels, etc.

As a practical illustration of one of the uses of paper, give each child a pencil—colored preferred—and let him write on the folding sheet "a letter" to mamma, papa, or one of the schoolmates.

The first simple folding lessons now naturally follow these plays. It is hoped by this time that the little folding sheet has become such a dear friend to the "babies," that they are ready to work with it gently and carefully.—*Emma G. Saulsbury, Ridgely, Md.*

THE GIFTS OF THE KINDERGARTEN.

To many an earnest student of the Kindergarten system it has seemed an almost hopeless task to really master the Gifts. Some have thought that Froebel meant that prospective Kindergartners should first cultivate themselves, develop every part of their natures, and then, when their inner world had become rich and full, the Gifts were to be mere tools for conveying this knowledge to the child, bridges over which the world of thought and feeling and deed of the Kindergartner was to travel, to awaken corresponding impressions in the little soul with all its fresh, untried impulses and emotions. To others it has seemed that Froebel could not have meant anything which would

involve such difficulty and require such a length of time to develop before entering upon the work in a capable manner, but that he meant to give to the world a system which women with no unusual education—but equipped only with an earnest purpose in life, a heartfelt desire to be true and to help others to be true, and above all, the wish to early bring to little children a true knowledge of the inner connection of life—might master.

It is true that this study, conscientiously pursued, leads to an all-sided development; but if this system is to be given to common people, it must not require at the outset that they be poets, priests, philosophers. Take for instance the Gifts of the Kindergarten, which have been called “educational toys.” Froebel intended that these should be one means of awakening in the mind of the child the knowledge of some great, universal truth,—such as the principle of unity, that everything in the world is related to every other thing, and that this inner connection is what holds the world together, physically, mentally, and spiritually. Is it not of some importance that the child, early in life, should gain a knowledge of this truth, which gives him a firm hold upon the realities of life and a belief which cannot be shaken, that, come what will, all is well with the world, for God rules in the universe? That a clear, definite impression of one of these truths (they are in reality only different ways of stating the same great truth) should be given the child is of the first importance; but with it, hand in hand, go a knowledge of form, color, number, etc., an ability to express oneself in form, and dexterity and freedom in the use of one’s hands. Before illustrating definitely how this can be done, it should be stated that there are two great principles which should be the foundation stones of every Kindergarten and schoolroom, namely, these, which apply equally to all life: every human being ought to be self-directed, self-determined, free. The child, whose judgment has not fully developed, should be given opportunity to exercise his powers in every direction, in so far as they have developed. The other principle is this:

the recognition of the great impersonal law of right. Would that every teacher could know this,—which is knowledge gained through actual experience,—that a recognition of these two laws alone will convert her work from a constant daily struggle into a sympathetic, joyous striving toward the ideal in life, which is, after all, the only real!

To go back; suppose that we wish to illustrate the principle of unity by means of the First Gift, which consists of six worsted balls with strings attached, each of one color of the spectrum. As unity underlies everything, it could be brought out in form, color, or any other property of matter. Let us take, for example, that of color. The children are sitting quietly at the table, a finger play having just been given, such as "Oh, where are the Merry, Merry Little Men?" of Emily Poulsen, and they are now waiting expectantly for their usual joyous play with the Gifts. A little, dancing, fairy light falls upon the table. Where does it come from? Now it is upon the floor, now upon the wall, and again upon the table, and, "Oh! oh! oh!" the exclamations ring out upon every side, "it has turned into a bird,— a beautiful bird of all the different colors!" And then they notice that some one is holding a three-cornered piece of glass up in the sunshine, and in some way that is connected with the fairy bird that flits about the room. They spread their tiny hands and try to catch it; but it eludes their grasp until, the glass being held quite still, the beautiful band of brilliant color falls upon the white wall a few feet from the ground. Then each child is allowed to go and see it, to feel the warmth of the sun's rays upon his own hand, and to exclaim with delight at its transformation under the glowing colors as separated by the prism.

In a Kindergarten, where some of the children are very young, they would be allowed to gain as much information as they could through observation and direct handling of the prism. This much they are sure to gain: that it is light that comes through the bit of glass, and all those pretty colors upon the wall are only sunshine, or white light,

before they pass through the glass. Thus an impression of the unity, or oneness, of color is given. Now the Kindergarten holds in her hand above their heads six balls of different colors, and—see! they are the same colors as those on the wall. The children clap their hands and try to catch the balls as she swings them back and forth by their long strings. Hark! she is telling one little fellow to go and find the color on the wall like the ball she has given him. See, he has done it, and is looking back with delighted face for the expected word of praise. Now another child is trying to find another color, like her ball, and so on until all the colors of the balls have been identified with the colors upon the wall; but nothing has been said about their names, if this is the first time the balls have been given, as that would bring in too many impressions. The spectrum has now disappeared, and only the balls remain. Listen; what is she saying?

“Children, what can we play these are,—these pretty, bright balls? ‘Flowers?’ Yes, they can be flowers. Oh, shall we play that we are gardeners and each one has a flower in his little garden? ‘Yes?’ Very well; what does our song tell us is the first thing we must do with our garden bed?

“In my little garden bed,
Raked so nicely over—

“Now let us make rakes. How can we do it? Yes, Harry has shown us how with his hands—‘Raked so nicely over’ [doing it with hands]. Then what are we to do?

“First the tiny seeds I sow,
Then with soft earth cover.

“What shall we have for our seeds? The balls? Yes, the balls can be the seeds; and now let us cover them with soft earth. And then what shall we do?

“Shining down, the great round sun
Smiles upon it often—

“Let us lift up our arms just as Edith has done, and make the great round sun.

“And now what falls and helps the earth to soften?

'The rain.' Who can make the rain? Yes, that's it [singing "Patter, Patter, Let it Pour"]. And now what is coming up? Oh, a flower! What color is yours, Harry? and yours, Marjorie?" And so on, bringing out the names of colors the children already know. Then, to close the game, the song of "The wee flowers are nodding, so sleepy they grow," is sung, and the drowsy heads of the children fall upon the table, while the balls remain quite motionless, and are then gathered up.

This is only one of a countless variety of ways in which the Gift can be given, but in this has been brought out the unity of color, incidentally; form, through handling the balls; participation, in all doing the same thing at the same time; and an impression of the continuity of the processes of development of the flower from the seed. To the children it has been play, — happy, joyous, play; but it has left its indelible impress, for all that. If this Gift lesson is followed by the children being given the beautiful spectrum colors in paper, and being allowed to lay them on gray cardboard, so that they will look just like the brilliant band of color upon the wall, it will mark a day never to be forgotten by them; for the love of color is one of the most deeply rooted instincts of the human soul. — *Minnie M. Glidden.*

Our morning's work is rightly done,
And now for home and mother.
We'll tell her of the songs we've sung,
And how we've helped each other.
We won't forget all through this day
Our services to render
To everything, both great and small,
That needs a brave defender.

— *Selected.*

EVERY DAY IN THE WEEK.

SATURDAY — BAKING.

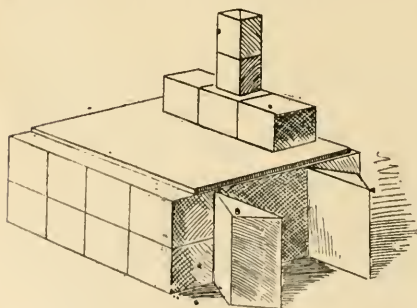
"The work that is done on Saturday is very important. Do you wonder why?"

"I wouldn't see nearly so many red cheeks, bright eyes, and sturdy boys and girls, if Mamma didn't bake plenty of good bread for you to eat. Did you have bread for your breakfast? and your dinner and supper too? We have bread every meal, don't we? 'Because it's good for us;' yes, Willie.



"Who ever watched his mother make bread? Nearly every one. Then I know you can tell me about it. Of what does she make it? Flour, water, milk, potatoes, salt, yeast,—all of these things. Mother knows just how much of each to take to make good bread."

Then the children tell me how it must be kept warm to rise, how it is kneaded, made into loaves, and put into the pans to rise again before it is baked, showing they have watched the bread-making many times.



Winnie wants to show how her mother kneads the bread. When she has taken her seat, Josie says Winnie looked as if she was rubbing clothes, and thinks she can improve on the kneading. And she does, using the wrist more than the arms.

Ella shows how her mother holds the pie when she trims off the crust; and Jim uses both hands in showing how the biscuits are shaped. "Would you like me to repeat to you a pretty little song that mammas sometimes sing to

their babies, about baking a patty-cake? Then you could teach it to *your* mamma to sing to *your* baby.

"Pat-a-cake, pat-a-cake, dear baby mine!
 Make me a cooky so sweet and so fine;
 Roll it and knead it and put in a plum,
 Then you may take it 'twixt finger and thumb.
 Pat-a-cake, pat-a-cake, dear baby mine!
 Make me a cooky so sweet and so fine.

E. Smith.

"Who can show me how to pat a cake? how to knead it and put in a plum? We will listen to the piano, and then hum softly the air a few times, and soon be able to sing the words." The children evidently like this song, as all the morning we hear snatches of "Patty-cake, patty-cake."

In speaking of the different things necessary in baking, Margaret says: "We just need a table every single day in the week,—to wash and iron on, to sew on, to bake on, and for lots of other things too." Then Walton speaks up: "We need stoves for a good many things, too."

With the tablets we make very smooth bread boards, just the shape of those we have at home. Then the rolling-pins are made with intertwining paper rolled tightly around a pea-stick, the ends secured by paste.



The children are all anxious to try these on the board and are soon in the midst of flouring the board and roller, sifting, etc.

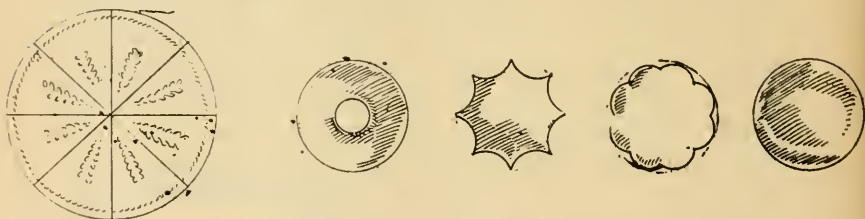
The little ones are having such a good time with the Second Gift, using the cylinder with a stick through it for a rolling-pin, the cubes for a table, the box turned on its side for an oven.

The three-year-olds over in the corner are singing to the balls, "Patty-cake," and are tossing and rolling and putting in plums, until they are finally put under the radiator "to cook."

At another table, the children have cut carefully around a circle which has been outlined for them, and have named it "a pie." The pie is then creased into halves, then quar-

ters, then eighths, and is ready to be cut into eight pieces for the family dessert. John says that's the way his mother does,—cuts the pie into little pieces, and then they can have two. Now we will see how good a circle, or pie, they can cut without any lines being given them to cut on. Who could cut from a paper a picture of a loaf of bread? It looks quite like an oblong, does it not? Now who could cut a patty-cake, shaped like a triangle? That's the shape of a little tin my grandma used to make the "try cake" in, to see if it was just right, before she put the big one in the oven.

Many are the styles of cookies manufactured with half rings. First a plain round cooky, then one with outward



curves, one with the curves inward, while a few are plentifully sprinkled with currants (lentils).

The ovens were made with different Gifts, the covers of the boxes being used for doors.

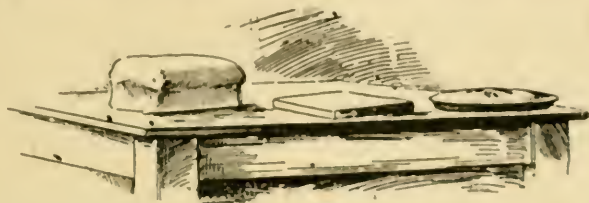
Mrs. Hailmann's beads, uncolored, were used for nearly everything in the bakery line; balls for dumplings; cubes, baked by twos, for loaves of bread; cylinders for jelly-cake rolls; and many other things, all suggested by the children.

The sand-table was a delight during the day, and every available object was converted into some kind of a mold; so jellies, cakes, pies, bread, were seen in abundance. It turned the minds of the observers back to their own "mud-pie" days.

Then the form lessons with the clay were very instructive. After the bread was molded the children sliced it with a thread, thus showing how the surface was obtained from the solid. When the lesson was over, we had a goodly

array of baking on hand. "Only these will last, while we eat up what Mamma makes," says Julia.

As we march to the circle, each child with the result of his morning's work in his hand, in the shape of a pie, loaf of bread, cake, or cooky, we can but hope that the more serious labors of his future life will be as readily and cheerfully performed.—*Mary E. Ely, Armour Kindergarten.*



LESSONS ON COAL.

It is very interesting to study coal, and the more one studies the more interesting the subject becomes.

Not long since I had occasion to look into this subject a little in our Kindergarten work, and I became very much interested; and a little piece of coal means a great deal more to me now than formerly. I should like to tell you something about it.

A great many years ago, there were no people on the earth; no animals, no flowers; but there were great forests of trees, and tropical plants resembling ferns, and growing to great height.

The sun shone with intense heat, and the great trees and plants held up their branches and leaves, and drank in the bright sunshine.

By and by the sun was hidden behind clouds and the rain came down, and the ground became very soft and actually began to sink; and the ocean waves came dashing round the trees, and they sank down lower and lower, until they were entirely hidden from view. Then the winds blew and the great fiery sun shone down on the soft earth and it became dry; and other tropical plants grew up and waved their branches to and fro in the bright sunshine; and they,

too, in turn sank down and were hidden from view. This period was called the Age of Carbon.

Then in the earth they were subjected to great heat and pressure, and formed what we call coal. This has been proven to be true, from the fossil remains which have been found in the mines. There is always a bed of clay at the bottom of a mine, then the coal, then another bed of clay for the roof. In this roof have been found pictures of leaves, and in the bottom, pictures of roots, showing that some of the trees must have been very high. In the coal itself impressions of ferns and various plants have been found.

Now that we know something of its formation, let us talk a little of coal in general.

Take a piece from your coal scuttle and examine it. See what a rough, irregular surface it has; notice the little lines on the faces, running parallel and very close together. They resemble the edge of the leaves of a book, do they not? If we wished to break a piece off the coal we could do so more easily if we follow the little lines. From the fact of these little lines being there we conclude that coal must have been formed layer upon layer.

As to quality, we find that coal is divided into two great classes,—hard and soft, or anthracite and bituminous. Hard coal is subdivided according to its size, into pea coal, nut, egg, and furnace coal. We know that hard coal gives a much steadier heat and does not burn out as quickly, and also that it does not give out as much—in fact scarcely any—flame, but a bright, steady glow, while the soft coal gives very bright flames when burning. The reason of this is that the hard coal has in its formation been subjected to greater heat and pressure, and consequently is more solid; more of the oils and gases have been pressed out, and so it only gives back the sunshine in a red glow, while the soft coal contains so much of the oils and gases which were in the leaves of the plants, that when burning it gives out very bright flames.

These two opposites of hard and soft coal may be connected by cannel coal, which is softer than the anthracite

and harder than the bituminous. It is not so useful for fuel as it is for gas making. It is capable of being highly polished. Some authorities say that *jet* is really one form of cannel coal. The lead (?) which we have in our common cedar-wood pencils is not lead, but made from this class of coal.

Coal is often called the "black diamond," or the "dusky diamond." Why? Because the anthracite coal, at least, has polished faces, and when the sunshine strikes it, gives back the prismatic colors as does the diamond; also because the diamond is pure carbon which has been subjected to intense heat, and coal is carbon imprisoned in vegetable matter and subjected to great heat and pressure.

All these facts are interesting to the child, and lead him to observe.

Then, too, in the Kindergarten we impart all knowledge through play, and the child becomes interested in the subject from the various games played. And what is done in the Kindergarten may be done in the home, in a measure.

First introduce the subject by speaking of the season, and lead the child to see we must have something to keep us warm in Winter. Let them suggest different things,—food, clothing, fuel,—and talk a little about the articles mentioned. Then it would be a good idea to talk about fuel in general. What do we use? Wood; coals. Anything else? Speak about the people away on the prairie, sometimes using cornstalks, sunflowers, and straw made into bundles. Anything else? Well, I will tell you a little story of some one. Now listen with both of your ears, and see if you can tell me who it is.

Who am I, black as jet,
Older than any you ever met?
Down in a dungeon long I lay,
Never seeing the light of day.
At length men called me,
"Your help we need."
They opened the door,
And I was freed.

Who knows who it was that was talking? Some child

will say, Coal. Yes, indeed; your papa burns coal in his furnace, doesn't he, Harry?

After talking a little about coal, play some of the children were trees growing, others wood-choppers. Then let all the children load up wood and take it to the sawmill, or represent different kinds of saws,—handsaw, crosscut saw, etc. In all these games the child will be developed physically and gain a knowledge of the way wood is obtained and prepared; and all working at the same time through rhythm of motion, he is developed spiritually.

Froebel's Third Gift is a wooden box containing a two-inch wooden cube which is divided equally through each of its dimensions, making eight one-inch cubes. With these the child could represent the trees growing, or the sawmill.

The mother not supplied with this gift could use building blocks.

For the next day ask what was talked about the day before. Have a piece of coal and notice the little lines; notice shape, color, and how it shines when the light strikes it.

Draw from the children all they know about coal,—color, form, kinds of coal, where found. Tell them some story showing how it was first discovered that it would burn.

I will give one here, something like one I heard told in Kindergarten, without going into detail: One time, a long, long time ago, a man was helping to dig a well; and they dug to a great depth to find water. One day while he was busy at work his shovel struck something hard. He threw it out on the ground with the dirt, but when he saw it he said, "Why, how strange! it's a *black stone*; I never saw a black stone before; I'll take it home and give it to Nellie." Nellie was his little girl, just about as big as Mary here. So he took the little stone and put it in his coat pocket, and when he went home at night he gave it to Nellie. She was delighted, and put it on the mantel shelf over the great fireplace.—You've heard grandpa speak of the big, old fireplaces.

The next morning Nellie's mamma asked her to dust the mantel shelf; and Nellie was very glad to help mamma, so

she took her dusting cloth and went to work. She was only a little girl, and in dusting she caught the dust cloth on the coal and it fell right into the fire. Nellie was very sorry indeed, and ran to her mamma crying. Her mamma told her it wouldn't burn,—stones never burned,—and by and by when the fire went out they would get it; but before long they noticed that it was growing red on one side, and where it had cooled a little, a white ash was forming.

When Nellie's papa came home they told him about it, and he thought it was very strange indeed. "Well," he said, "I found considerable of it today; I think I will take a wheelbarrow and bring some home; it will save the wood, and wood costs a great deal, and it takes a great deal of time to prepare it"

Very early the next morning he took his wheelbarrow and started to the well. He had a very black thought in his heart: he wanted to get all the black stones before the other men found out it would burn. On his way he met a neighbor who was helping dig the well also. The neighbor said, "Good morning," very pleasantly, but Nellie's papa did not smile back, but said "Good morning," very gruffly, and hurried on. He had only gone a few steps when the little sunbeams began to light up the earth, and one little bright beam darted right down into his heart and showed him how kind that neighbor had been to him; when he was sick he went for the doctor, and cut his wood, and carried the water. And when the little sunbeam came into his heart the black thought flew away, and he turned around and ran after his neighbor, and told him what a strange thing he had found out about the black stone, and that if he would come and help him he could have part of it. When they kept finding it they concluded there must be great fields of it,—enough for every one to have some of it,—and they formed what they called a *company*, and got machinery and made a great hole in the ground,—a shaft,—and made what we call a mine.

Let the children play they were digging the well, using their arms for the shovels and pickaxes. Let them make

the well at the table with the Third Gift, also make Nellie's house and the fireplace. The mother in the home could easily use the blocks to represent the well, house, fireplace, etc. For an occupation let them paste the fireplace. We have colored papers in one-inch squares,—the pictures of the little cubes,—and these are pasted on a piece of cardboard to represent the fireplace made with the cubes. This could be done in the home with the common wrapping paper which comes in different colors. The child is delighted when he has finished his fireplace, even if the little fingers have not made it exactly true; it is *his*, and he will do *better* next time.

* * * * * * *

Then take up the subject of mines and miners. Draw from the children all they know about them. Describe the mines and tell them how many little children never see the bright sunshine nor pretty flowers, nor hear the little birds singing. Describe the miner's dress; how hard he works; how little he has to live on. Lead the child to see how dependent we are on the miners, and how thankful we should be to them and try to help them. Let the children play they are miners, march about the room carrying their picks, then play they are digging the coal.

We have two-inch cubes which may be used in forming a mine; with a string attached to a cylinder we can represent the elevator, and lower the miners into the mine and draw up the coal, to give them some idea of a mine.

Let them make the miner's house, stove, table, chairs, etc., with the Third Gift, and to fix the impression in the mind, let them sew the miner's house.

* * * * * * *

Tell the children how coal was formed, making it interesting and using childlike language.

Let some children play they are the trees growing, and waving their branches; some child represent the great fiery sun, other children represent the ocean waves, and others still, the rain. Tell them that the bright light we see when the coal is burning is the little sunbeams that have been

sleeping for so many years. Let them make pictures of the trees, with the little sticks or the tiles and pegs. In the home toothpicks could be used nicely for this work.

In one Kindergarten the children were delighted at being allowed to draw the trees on the blackboard. Each child made a tree, and then we made the water coming up over them, higher and higher. From coal as a part of the mineral kingdom, we lead up to other minerals; and from the mineral kingdom to the animal, always leading the child from the known to the unknown, from that with which he is most familiar to that of which he knows nothing.

The child gains, through these games and work, a fund of knowledge many a grown person does not possess, and is at the same time developed physically by using his body in all the games, and through the rhythm of movement and sound his spiritual nature also grows.

The first impressions that are made are the most lasting, and on them all future development depends. How necessary it is, then, that the child in his first few years should be surrounded with influences which will give him right impressions! It is admitted by primary teachers that the child who has attended Kindergarten is quicker to learn than one who has not, because he has formed the habit of observing, of using his eyes, ears, and hands.

The more I see of the work of the Kindergarten the more I believe it to be the means of education for the young child; and the more I work with the children in the Kindergarten and see how eagerly they grasp at each new thought and how delighted they are in their own little inventions, the more interested I become, and exclaim with the father of the Kindergarten system,

"Come, let us live for the children!"—*Olive M. Hoover.*

OUR town has large lumbering interests. For this reason I managed, as a part of our midwinter work in the Kindergarten, a program on lumber. We had a most delightful time in carrying it out. The children were enthusiastic because they could talk of that with which they were familiar.

Beginning with the familiar, I led the thought back to the wood in its natural state. We went into the forest as woodcutters, through our imaginations, one bright Wintry day, when the snow-laden trees sparkled in the sunshine. We saw squirrel tracks about in the snow, and while working busily we got acquainted with some of our "Winter neighbors," through the help of John Burroughs, "the man who loves birds," as the children say. In the Springtime when Jack Frost ran away, we floated the logs down the stream to the mill. Oh, the wonders and delights of that long, low country sawmill, with its piles of lumber about, and best of all, its mill wheel! One little boy, to whom it seemed very real, was constantly finding his mill wheel out of order; and he would then climb down the ladder to discover the cause. Then in imagination we went through large factories; but I think the children found the most pleasure in being little carpenters, and in this we spent several busy, happy days.

The gifts and occupations lend themselves very readily to such a sequence, and the forms that may be made are numerous.—*M. L. A.*

WORLD'S FAIR EXHIBIT.

The Kindergartens of Buffalo have united in the carrying out of one common plan for their exhibit work for the World's Fair at Chicago. The Kindergarten Union of Buffalo is the avenue through which this unity of plan is effected. This includes both public and private Kindergartens, and here all meet upon the ground of a common interest.

The general topic chosen for illustration at the Fair is "City Life," its various needs and the means of supply. This offers a wide field for illustrative work with the Kindergarten gifts, occupations, and games, and a great deal of scope for originality in developing characteristic phases of the work in the various Kindergartens.

A special part of the general topic has been assigned to each Kindergarten.

The aim is to show the practical application and development of some important educational principle in each of

these subdivisions: for instance, the subject of heat necessitates the study of the many workers who toil to provide the comforts of furnaces, stoves, and all the appliances used in controlling and directing heat for our service. This must lead onward to the study and representation of the miner's work,—procuring coal, and the appliances he needs; to the study of uses of heat, and the wide interests to which this leads. From all this study of the practical application of heat, the children are led to see that the stored-up sunshine of past ages is today being liberated and used, and their thought is led from the consideration of sun and its wonderful work, to the Creator and the thought expressed in these creations.

Likewise in the other subjects assigned,—viz., shelter, water, light, various means of transportation, etc.—is illustrated similar truths: the interdependence of all workers; the continuity of all things; symmetry and harmony in any line gained only through true balance of parts; true freedom gained through obedience, etc.

Accompanying this work will be photographs showing each Kindergarten busy with some characteristic phase of its illustrative work. These will be so arranged on charts that they present a complete program of a morning's exercises in Kindergarten,—viz., one photograph of children at morning circle busy with opening exercises; next, the children of another Kindergarten busy with gift work at tables; then children at circle playing games, marching, and again busy at some occupation work.

We hope thus to give a comprehensive, concise picture of the Kindergarten idea, instead of scattered, disconnected pieces of Kindergarten materials.—*A. H. Littell.*

THE CARPENTER.

The trade games seem more enticing to children—more like 'a spontaneous outlet for their young activities—than even the other games which they all seem to enjoy so much. The carpenter is one of the most attractive trades, perhaps because it is one of the best-known to them. We have no

children, however poor, but come to us from a home of some kind, and they each one know that houses are made; that they are not growths, as are the homes of seeds and fruits. I have often wondered at the truth that, let a boy's tendencies be what they may, there never yet was the boy born who did not enjoy carpentry. One might speculate as to there being an inborn love for the trade that has been so glorified by the human hands of supreme love.

It is easy in the Kindergarten to lead the children from the observance of the very table before them, the thought of lumber, to speak of the beauty of the long, smooth board and of the curling shavings. I wonder if the faint fragrance of new shavings does not recall to nearly every heart some day of childish pleasure; the keen enjoyment with which we watched the fitting of a door or window case, or the careful adjustment of shelves in pantry or cupboard.

The child is glad to sing of the carpenter who sings so gayly as he is building a shelter for us; and he is also glad to learn of the mills that have made the boards that the carpenter uses; of the raftsmen who floated the logs down to the mills; of the lumbermen in the woods who fell the trees and trim them into logs; of the years that have nourished the tree with sunshine, rain, and dew; of the dear little seed that lay folded up in acorn, pine-cone, or winged maple seed that Mother Nature guarded so carefully till it was ready to step out in the ground beside its little cradle and lift its tiny green hands for food and drink that earth and air were glad to give. As I lift my eyes from my writing and they rest for a moment on the carved and polished doorway near, it seems a wonder to me to think of that hard, unfeeling wood as once a living, growing thing, rejoicing like myself in cloud and tempest, sunshine, rain, and dew. What an all-powerful strength it is that has wrested it from its forest home, arrested its further development or decay, and set it to be a pillar in the house whence it shall "go no more out forever."

The children in the Kindergarten—with their table to serve as river, their sticks as logs, that go floating down

helped by each pair of friendly hands till they reach the port suggested by the director—may frame their pentagons for houses, with ladders leaning against them. They may outline their houses the next day with seeds, sow them on the following day, model them in clay, and fold them in paper. And will there not come each day, with the gentle Kindergartner's loving words, a hint of the true meaning of a house,—a *home*, a place in which an immortal soul may live, and make itself and others more fit for its future home? "a house not made with hands, eternal in the heavens"?

But in all this no one is more enriched than the happy Kindergartner herself. She feels her heart thrill with gratitude, as she sings with the children of the carpenter "who builds a house above our heads, to shield when rain does fall." The little faces round her beam with the love and gratitude she herself has kindled in their hearts, for their comfortable, happy homes on earth. Her glad heart thrills with joy as she joins the children in singing praise to the kindly carpenter who builds a house so high!

A PROGRAM SKETCH.

Monday.—Our *warm* Kindergarten room is discussed. How is it warmed? We tell a story of "Sunshine Preserves," which is gathered from facts found in Buckley's "Fairyland of Science." How many years it has taken to condense this coal for us. The miner is our objective point. We march like miners strong and sturdy, sleeves rolled up and imaginary woolen shirts and jeans trousers. The Second-gift box is used as a mine shaft, and the sphere is transformed into the cage and drawn down into the mine, coming up laden with the black burden of coal, which is in turn purchased by the carpenters and shoemakers for their shops and homes. At another table the Fourth Gift is used to build the drifts in the mine and the mule carts to carry the coal. For games and exercise the children imitate the miner's work, in digging and driving the mules.

Tuesday.—The family conversation turns this morning to the home of the coal, and we bring many specimens of it for

observation, and we lay the tablets to represent the different stopes and pieces. We fold original designs of the home surroundings of the miner. The work is all in turn transferred to the blackboard, and the children carry out their mental pictures of the underground wonders. In the games we take up the feeling game, using the different specimens of coal for the guessing, and as many of the miniature implements as we can secure. We prick and sew the designs of pickax and lantern.

Wednesday—We spend over the various methods of transportation in disposing of the fruits of the mine. The story of a hod of coal and its long journey out into the world interests us much, and the children take part in guessing the different things the coal saw on its journey from the dark mine to the beautiful marble palace on the hill. In the march the children represent the trains, boats, carts, and horses.

Thursday.—With the building blocks we construct the various modes of transportation, from mining cage and wheelbarrow up to locomotive, in each case discussing the use of coal in connection with the engines, etc. With the clay we model typical forms of the Second Gift, and transform into life forms illustrating the miner's tools or surroundings. The cubes are fastened together with softer clay, forming oblong cars which in turn are coupled into a long train. At the baby table the sphere, cube, and cylinder were modeled and then combined into "really truly" engines on clay wheels; the cube became the cab, the cylinder with the sphere flattened on the top became the boiler and smokestack. In this development of the hand through labor, the children get a little glimpse of the arduous work of the miner.

Friday.—The talk at our tables and on the circle on Friday is largely retrospective, and we realize how much we personally owe to the mine, miner, and many, many other workmen. We use the sand-tables to tell the "whole story" of the week's work. Thus we find how much of the interesting subject has impressed us, and also how much the hidden truth of the mine and its revealed wonders has taught us.—*H. A.*

WEAVING GAME.

This game grew out of the stories on cotton and weaving cloth, the children having had some cheese cloth to unravel. At times we have very few children here, so for the thread to go winding in and out there is often but one child.

First, a row of children for threads of the warp, standing at such a distance from each other that it will allow a child to pass easily between them. Second, a child (or children) for thread of woof, who at the third line of the verse begins to pass before the first in the row, behind the second one, before the third, etc.; after weaving through the line, take place at the end.

The threads of the warp and woof change to children again, sing, and clap in time (tune, "Buy a Broom").

See the threads that so evenly
 Stay in their places,
 While I am the thread
 That goes weaving about,
 Now over, then under,
 Now in, and then out,
 Till we weave some fine cloth
 That is even and stout.

Chorus: Come and buy if you will;

Come buy some fine cloth that we weave at our mill.

I wish some one who knows more about a mill would carry on the story, telling about rolling the cloth on the great roller, and whatever else is well for us to know.

To be sung to the same tune while weaving mats:

So we weave altogether
 Now up and now down,
 We are busy and happy;
 We sigh not, nor frown.
 Go under, then over,
 Below, then above,
 While weaving these nice mats
 For some one we love.

That we love, that we love;
 We are weaving these nice mats
 For some one we love.

—Kate L. Warren.

PRACTICAL ANNOUNCEMENTS.

THE teachers' bureau connected with the KINDERGARTEN MAGAZINE has proven a most necessary department, judging by the responses to last month's announcement. Kindergarteners should inform themselves concerning the general public school demands for their special work. Next Fall, after the thorough representation the World's Congresses will allow the Kindergarten, there will be greater demand than is imagined for its workers in the common schools. Send to us for an application blank. To our subscribers the fee is but \$1; to others, \$2. This is but to pay the expense of correspondence until engagement is completed. For those entering early the best opportunities will be reserved. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Child-Garden for March contains a wonderful array of work on the industries: stories, games, and songs of the miner, the carpenter, the weaver, the farmer, the blacksmith, the miller, are original and aptly applied to Kindergarten needs. The illustrations in this number surpass all that have yet appeared, for beauty and use. Every Kindergarten should have this auxiliary magazine, and work to place it in the homes. Send us lists of interested parents. We are offering splendid terms to all who will actively push this publication.

Child-Garden for March gives the story of Pippa, the little silk-winder, as transcribed from Browning's great drama. It is from the pen of one of America's most classic writers for children, — Maude Menefee.

READ our bulletin of books for March. It is suggestive of many things, and especially full and excellent.

MOTHERS' DEPARTMENT.

A MOTHER'S EXPERIENCE.



HAVE a boy not quite seven years old, a strong, loving, impatient, noisy boy, who seemingly has an irreverent spirit that has caused me very much anxiety; but he is growing less irreverent, and I think this improvement partly due, at least, to two things: first, I am trying to make my commands fewer and to insist on their being always obeyed; and second, I am endeavoring to lead him into closer acquaintance with nature.

We have been trying some of the simple experiments suggested by Professor Howe in "Science Lessons," pages 292 and 293, Vol. II of *THE KINDERGARTEN*, and he has some idea of evaporation and crystallization. One night after preparing for bed he was "tearing around" as usual, and I said, "Now, darling, lie down and we will talk a little while." "Oh, goody, goody, goody, goody, goody!" and with another bound he was under the bedclothes. I lay down beside him and began: "Do you remember yesterday morning we could not see the church only three blocks away?" "Yes, Mamma." "Why couldn't we see it?" "Because the air was all misty." "What is mist?" "Water." "Big drops of water?" "Oh no! *little bits* of water." "How did the tiny little bits of water come to be in the air?" "The sun made the water drops on the ground warm, and they flew apart and floated about in the air." "And this morning what did you see on the trees and weeds and fences?" "Oh, frost! frost!" "How did the frost come there?" "Jack Frost took little tiny bits of water and froze them." "What does the frost look like?" "Oh, like

trees and leaves and flowers." "So in the Winter time we have frost flowers and leaves and trees; and what do we have in the summer?" "Why, Mamma, then we have *really* trees and leaves and flowers." "Yes, dear; in the Winter time God makes pictures in the frost of the 'really' flowers and trees and leaves that He is going to make when Summer comes." "Oh, Mamma" (in pleased wonder at the thought). "Yes, and long before God made any flowers or trees on the earth He made pictures of them in the rocks." "Oh, Mamma!" After a pause—"I don't see how God *can* make so many things,—all the flowers and trees and leaves and grass and rocks; ain't He awful strong!"—said with pure emotion, though in poor language. "Yes, He is so strong that He can hold the great earth, and so gentle that He can make a frost flower without breaking it." "Oh, Mamma, I wish I was like God!" "Well, darling, every time you make anything you are a little bit like God; whenever you make an invention in sewing, and make a picture of it first with little sticks, you are working as God works"; and kissing my boy goodnight, I left him with happy thoughts at the gateway of Dreamland.

We have experimented a little with crystals, according to suggestions in "Science Lessons." We dissolved salt, blue vitrol, and bichromate of potash (the last two mentioned are poisons), each in hot water, and placed the different fluids in glasses, then mixed a little of the dissolved potash and blue stone, and put the mixture in a fourth glass. The result gave us some brilliant crystals, and so to the song of

Little drops of water,
Little grains of sand,

etc., we have added,

The tiny little atoms
Do not work alone,
Though through the water
Long they may roam.
At last they come together
And form the crystals true,
White and green and orange
And the clear, bright blue.

One day I read to my boy and two little friends such parts as they could understand of "The Symbolism of the Evergreen," in the December *KINDERGARTEN*. As they were acquainted with Professor Howe by reputation, I asked them to guess who wrote the article; and to my amazement they answered softly, "God wrote it"; "I guess Santa Claus did"; "Was it Jesus wrote it, Mamma?"

I hope no mother will think it too late to begin the study of science. I knew nothing of geology, but without help from books except *THE KINDERGARTEN* and Winchell's "Walks and Talks in the Geological Field," I have been able to interest my boy and other children in stones, and to tell the names of many of the specimens they bring me. I understand that volume II of *THE KINDERGARTEN* is out of print. I wish the "Science Lessons" in that volume might be published in book form, they cover so much ground and are so simple and full of inspiration.

Will not mothers and Kindergartners who are preparing their children to visit the Columbian Exposition next summer, give us the benefit of their plans? I am now studying the Eskimo with my boy, as suggested by Sarah E. Griswold in the January (1892) *KINDERGARTEN*. She gives a valuable list of books for reference. We would like to take up the study of other peoples, but do not know what books to study. A number have been brought here by agents, but most of them are so disfigured by pictures, scenes of violence, etc., that one dislikes to have them accessible to young children. The opportunity of a lifetime is offered to our children next summer, and we want them to be ready. Will not Kindergartners and mothers tell us how they are preparing their children for this great event?

Since writing the above I have received the February *KINDERGARTEN*, and have read the prospectus of the Kindergarten Literature Company with joy.—*F. R. G., Aberdeen, S. Dak.*

—
BROWNIE.

Little ground squirrel was cold, oh, so cold! and he crawled into the farthest corner of his little underground

house, into the very last room. The North Wind blew the dried grass around his door, then Jack Frost came to call, but Brownie* did not see them, for he had shut his eyes and gone to sleep. Then the Snow King sent a shower of snowflakes to cover up his house with a warm blanket, and that made him warmer; but still he kept on sleeping in his little room.

Christmas came; New Year's came; and Washington's Birthday came; but still he slept. At last the Snow King went back to his home in the North, Jack Frost soon followed him, and the warm sunshine melted the snow and ice. Soon the gentle rain came tapping to waken the flowers, and little Brownie heard the tapping.

"Time to wake up!" he said. "Time to begin my work." So he put his house in order and came out into the beautiful sunshine to find something to eat, and was very happy to be able to run about in the fields once more.

Now how do you think I know all this?

One cold day in the beginning of Winter, Willy was in the field and saw the door of the house, and felt in farther and farther, and then dug away some dirt and reached in till he found Brownie rolled up like a ball, soft and round. He was far back in his tunnel, but Willy took him out while he was sleeping, and brought him into his own house.

"Mamma, Mamma, see! See what I found in the meadow just the other side of the brook, in his little nest under the thorn tree. I think he's dead." Mamma left her work a moment to look at the soft gray ball of fur. "No," she said, "he is not dead; he is alive, but sleeping,—dormant, we call it. He went into his little bed to stay through this cold weather, just as some bears go into their caves and stay there for several months without opening their eyes or eating anything. You cannot feel his heart beat, it beats so slowly and softly; but put it close to your ear." Willy held the squirrel close to his ear and thought

*This little squirrel is found in Wisconsin, and is the only squirrel which remains completely torpid during the Winter. It stores up no food for winter use.

he could feel a little motion or hear a little sound, he could not tell which.

Willy made a bed for his squirrel in a box and wanted to keep him, for when he grew quite warm he began to stir a little; but his mother said it would not do to let him rouse up and get wide awake; they could not feed him and care for him in just the right way. Willy wanted very much to keep him, as he did his gray squirrel Fannie; but after dinner he took him back to the meadow, put him away in his underground bed, and laid the dirt and sod back as well as he could; and I do not believe Brownie ever knew that he had made a visit to Willy's mamma.

But Willy did not forget him, and in the Spring he went to the field and sat patiently watching where he could see the door of Brownie's house, on that same fine day I told you of. Soon Brownie peeped out, then drew back, then peeped out again, came out, and ran around as if he must be very busy. Willy knew that it was his own Brownie which he had found long before, and knew that the dear little fellow had been taken care of all that long winter, even though he was out in the cold and far away.—*Susan P. Clement.*

SMOOTHING DOWN THE RUFFLES.

A little Kindergarten child, starting to school one morning, said to her teacher accompanying her:

"Mamma says, won't you smooth down my apron ruffles when I take off my cloak?"

The Kindergarten, remembering that the little girl showed signs of a ruffled temper at the breakfast table, answered:

"Are there not other ruffles too,—inside ruffles,—that need 'smoothing down'?"

The little girl not understanding, gave her a questioning look, saying nothing.

"My dear, don't little girls sometimes get up in the morning in a bad humor, and come to the breakfast table with their tempers all ruffled and out of place, and needing

smoothing down quite as much as their apron ruffles, to make them attractive and beautiful?"

The little girl understood then; and I hope she will always try to keep her own little ruffles smoothed down.—
A. Bealart, Lexington, Ky.

MARCH.

March nodded to Winter, "Good-by, good-by!
Off to your home in the North you must hie;
Have you forgotten, under the snow
The wee seeds are waiting,—yes, waiting to grow?
"They are Spring's little babies; soon she'll be here
Whisp'ring her welcome to each baby dear.
So I'll tidy the earth; I'll sweep and I'll blow,
Getting it cleared for the flowers to grow."
—*Annie McMullen, Toronto.*

A SERIOUS ACCUSATION.

Thousands of "good" people—Christians, church members, and reformers not excepted—are *habitual liars* in their relations with their children. In dealing with them they do not treat words with the seriousness that they do in their intercourse with grown people.

The very first principle of good government in the home is letting all the children—even the youngest—understand that spoken words mean just what they mean in the dictionary. But father or mother is busy, preoccupied, fretted, or worried over something. Then the child asks for something, or to be allowed to go somewhere. Without stopping to think or consider the matter, an impulsive "yes" or "no" is the answer. On second thought, perhaps, the parent backs down. Maybe the backing down is right, and the first answer ought not to have been given. But in any case, the impression made on the child is, that first answers do not mean much, and are likely to be reversed. Or suppose the first decision is right and ought to be adhered to; what often follows? The child frets and whines and teases. Then, as

the easiest way out of it, or to save being "bothered," through easy good (?) nature the parent gives in, and the child has its way. Again the precedent is established that fussing and making himself disagreeable, a nuisance, is the straightest road to having his own way. He learns that lying, on the part of the father or mother, is a slight matter, and that "no" may easily be converted into "yes." Or again, the child is promised something "next time." This "next time" is such an easy way of getting out of the present difficulty! But when the next time comes, it rarely occurs to father or mother to feel bound by it.—*Minot J. Savage.*

AN HOUR'S PLAY.

Dramatis personæ: Martha, age nine; Alfred, age seven; Elsie, age five; a wooden horse three inches high; a yellow tin goat, broken off from his platform; the tin platform, converted into a wagon and harnessed with twine to Jumbo, a fine specimen of ironstone china two inches high; a china lamb, one inch high; a china dog, two inches high, fore feet missing; a medium-sized cotton-flannel bunny; a large tabby cat, latest pattern, colored like life, and a new arrival; a number of dolls, most of them small and mutilated, but each with a name and a history.

Each child is master of a wooden soap box, set on its side, which is the home of dolls and animals.

The conversation is carried on in various voices and with peculiarities of speech supposed to belong to the different dolls and animals.

Alfred leaves the play room to come to his mother and inquire, "Is a billy goat a papa sheep?" "No, it is the papa goat; the nannie goat is the mamma, and the kid is the baby, whether it is male or female." "But does a goat talk a lamb's language?" "No, I suppose not." "But they belong to the same family, don't they?" "Yes, they are relations; but so are the deer and the cow, and I don't know how much they understand each other. I know the lamb understands the sheep and the kid understands the goat." The boy runs away to the other children, and as his mamma

turns to her sewing again she hears him say, "I guess he can understand Billy."

Then Martha recites in behalf of the goat, "Now, baa-a-a! Lambie must go to the pasture"—this in a very insinuating voice, such as her mamma uses when she says, "You are so tired and sleepy you want to go to bed." Alfred says for the lamb, "Baa-a-a! I don't want to go." *Martha*: "Baa-a-a! let's go and hide, and get some nice grass to eat." *Alfred*: "Baa-a-a! all right; let's go." Martha takes Billy and Alfred takes Lambie, and off they skip to the pasture, which chances to be in the sewing room. They skip and eat grass, and Tabby in Elsie's arms makes comments. Then Lambie says, "Let's hide." "Yes; let's," says Billy; so they hunt, and at last hide in a slipper.

The children retire to the dolls' houses, and more chatter follows, dolls being speakers. *Rosy*: "Flora, where's Billy?" *Flora*: "I don't know." *Rosy*: "You'd better go and look for him; it seems as if he was lost." *Flora*: "Go get the doggie to find Lambie." "Take Tabby too," interrupts Elsie; "she wants to hunt." "No," says Martha, "Tabby can't snuff" (sniff). *Flora*: "Now, Doggie, Lambie and Billy have gone off to the pasture and got lost, and we want you to snuff all over till you find them."

Doggie starts on the hunt, being walked over the floor and into all hiding places by Alfred; Martha and Elsie, with the dolls on the backs of Bunnie and the horse, follow. (The horse had been previously caught with a lasso.) At last a bow-wow! is heard from the sewing room, where the lamb was found in the slipper. There is rejoicing, with much more innocent doll talk, such as—"Now he must follow close at his heels." "Rosy's goat must spring over the mountains with her on his back." "Bunnie will have to bring Flora round the other way, 'cause he can't spring over the mountains."

At home again, Flora calls, "Mamma! I've found them! Isn't Mamma here?" *Rosy*: "Oh, she's always gone! She's out in the pantry." *Flora*: "Why, Mamma! Mamma! we were looking and looking for you." *Rosy*: "Why didn't

Gretchen go?" *Doll-mamma*: "She had to take care of Morning Glory, because Morning Glory is sick today. She's got the measles; no, not the measles; she and Mabel got shut in the closet, — not for a punishment, they hadn't done anything wrong; they just went in to see, and shut the door, and the knob was broken on the inside, and they couldn't get out, and they stayed there till they got sick." "Oh, dear! that's too bad. Well, I just came to stay a little while, while Doggie went to snuff out Lambie, because Lambie got lost in the pasture."

Just here Elsie interrupts with— "Billy goat has just had a piece of Flora's molasses candy, and it makes him feel so good, he's just playing leap-frog with Jumbo." We look up in time to see Jumbo leap nimbly over Billy. And so the scene and the actors constantly change.

This is enough of the childish prattle and child play, which is so inconsequential that if one does not record the various phrases, in a few minutes they are gone from the memory past recall.

What does it all mean? Where did it come from? What good or harm does it do? What part does it play in the child's growth? Does it help him to be stronger, wiser, better? Is it trifling to ask these questions?

He is just "growing," you say, and this is *pour passer le temps*. Possibly we "pass the time"; there is no such thing with naturally active children. Take for granted, if you will, that adults have been molded and the plaster has set, — though we do not believe it. The child's threefold nature is yet so plastic that no story, song, or play passes by and leaves him exactly as he was before. A change has taken place during this hour's play with dolls and animals.

Each kind of play calls into use different powers, and though football is play, and would have some results in common with this, it would also have different results, and just here we wish to speak only of the results which follow such a play as this, for a brief paper cannot discuss all play in its broad and far-reaching results.

In this impromptu drama we see:

First, how the lore of books and children's stories is made part of their available stock in trade, if we may so speak; useful material, instead of being useless because it is lying dormant in the dark garret of the mind, is being brought to the light of active use. The goat leaped over the mountain, because in the story the chamois leaped a chasm with her young chamois on her back. So the dog with his keen scent found the child lost in the woods. When Martha spent fifteen minutes trying to lasso her father's thumb, and at last succeeded, she knew as much in a practical way as the large girl in a grammar grade, who recited a paragraph from the geography about the horses on the plains caught with the lasso. The boy, self-locked in a cupboard, was precedent enough for Morning Glory's prank. We recognize the performing elephants, and the howdah cleverly constructed of twine, cardboard, and toothpicks. Gretchen, the new doll, named after the little Protestant girl in Wittenburg who loved Luther, often acts the part of the heroine for whom she is named, and forms the nucleus about which in the coming years will cluster the stories of religious movements, reforms, and reformers. So do the dead facts of history, through this reproduction in play, become living again and influential to the child; for what he expresses in outward act becomes vivid and real. Useful knowledge gathers in this way about centers; living thoughts in time gather to themselves other living thoughts; but dead facts gather nothing.

Second, nature is watched more closely to see if lambs *can* understand goats; and while he is watching for one secret, lavish nature whispers many others into the listening ear of the child, and so entices him on and on, till she holds him close to her heart.

Third, through such play not only is a keen interest awakened in the life of animals, but in the study of fellow men. This is desirable, though there is a phase of suspicious study of the motives of others, which is developed in our keen, tense, city-bred child which is not desirable; but this kind of dramatization of the men and things which sur-

round him does not cause suspicion. It is quite different, and will do no more harm than rolling down hill in a barrel, or some other play equally removed from psychological investigation.

Fourth, one advantage of such play is that it teaches children to sympathize with others: with people differently placed; with those who are rich and those who are poor,—for we have among us the poor, the sick, the halt, and the blind. To “put yourself in his place” is an acquirement which takes much practice; we must for the time forget ourselves, efface ourselves, and assume the part of another, with all its complex relations, to understand that other; to feel for him we must know how he feels. Even to read aloud well, one needs to forget himself, and also to know just how the character he is representing is likely to feel under the given circumstances. We all know the importance of being able to throw off self-consciousness and enter heartily into whatever is going on around us. Children as well as older people are often hampered by this inability to go out of themselves, and such play helps to break down the hedge of egoism.

Fifth, this conceiving and acting a part develops the imagination; the value of which to the common man, who is neither poet nor painter, is being daily better appreciated.

We would not wish all play to be of this character any more than we would wish all the child's food to be milk because milk is good, or all his study to be arithmetic because arithmetic is an essential. Children fortunately vary the play and pass quickly from one to another: to hide and seek, or ninepins, or mud pies, or building trains and elevated railroads—sometimes, alas! to teasing one another, or standing around like Mr. Micawber. Usually something “turns up” soon, and the activities have found an outlet, good or bad. Fortunate are the children who have a guide, within or without, to turn these activities into reasonable, healthful, developing outlets. We bless the Kindergarten for finding these outlets and for teaching us mothers the Froebelian principles which we can apply at home.

All children play. Some inherit a genius for play (may they grow up into Kindergartners!); but they all learn more or less from their companions, and play such games and in such fashions as their neighbors play. Sometimes the tendency of the play which they so pick up is good, sometimes it is bad; frequently it is a mixture; and the more we can eliminate the evil tendencies and yet keep the play, the better. A rough, rude romp may be changed to orderly ball, or blindman's buff, or some lively Kindergarten game. A gossip may be turned into an animal party or a dolls' wash-day; the sulks disappear in soap bubbles or sand trays. "Nagging" can be more easily supplanted than suppressed. How quickly it vanishes in the presence of real play!

One mother says, "My children want to play all the time, and are only unhappy when called to work." For this there is a remedy; put a little play into the work. Another says, "My children will not play at all together; they don't seem to know how; but they will play this way when others come in to play with them. I wish they could play contentedly alone." For this too there is a remedy, though it may take thought and experimenting to find it. Too much outside company, too much help from mother, lessens their individuality and ability to entertain themselves. Too little in the way of suggestion from others deprives them of new ideas. Too many complex playthings prevent them from making their own utensils for play; and half of the interest in such play as this depends on the exercise of ingenuity and skill to make things do. The oversight and thoughtfulness of mother enables her to suggest: "Take my knife and a piece of kindling if that stick is too small." "Try beeswax on your thread before you give up," etc. And lastly, let the children have a room in which to work; if there is no other, use the living room with a large sweeping cloth spread on the part allotted to them, on which they may whittle, cut paper, and make such a litter as they deem necessary; it is but a moment's work to shake and fold it away. To *live* with our children we must *play* with our children.—*Susan P. Clement, Racine, Wis.*

FIELD NOTES.

BARONESS BERTHA VON MARENHOLTZ-BUELOW.—The ranks of the disciples who sat at the master's feet learning wisdom from the mouth of Friedrich Froebel himself, are being decimated rapidly, and it is with dismay that the adherents of the new education look forward to the time when none of the "Old Guard" shall be among us. The latest of them cut down by the sickle of death was Baroness von Marenholtz. Bertha von Buelow-Wendhausen was born at Hanover, May 5, 1810. At the age of twenty she was married to Baron Wilhelm von Marenholtz, privy councilor to the King of Hanover. Since February 1, 1865, she has been widowed. She was just thirty-nine years old when she visited Bath Liebenstein in May, 1849. Being told of an "old fool who spent his time in jumping about, dancing, and playing with the peasant children," she took a stroll to see the "crank" and found Froebel. "A tall, slim man with long, gray hair," she says, "was leading a crowd of village children, most of them barefooted and but scantily dressed. They were from three to eight years of age, and marched in double file in regular military step and time up a hillside, on the top of which he arranged them for play and practiced a song and game with them. The loving devotion and patience with which he treated his little wards moved both my companion and myself to tears, and I said: 'People will call this man an "old fool," but to me he would seem to be one of those who are ridiculed and stoned by their contemporaries, and to whom posterity erects monuments.'" And since that day the baroness was the most enthusiastic and most indefatigable follower of Froebel, Frau Luise Froebel alone excepted. After having been thoroughly trained by Froebel, the baroness traveled for the purpose of propagating the Kindergarten. In 1854 to 1855 she was in England, whence she went to France in the same year. Here she remained three years and had great success. She interested many celebrated men in the cause, among whom Auguste Comte, J. Michelet, and Lamarche may be specially mentioned. In 1858 she was in Belgium and Holland. She visited Switzerland in 1856 and 1860. Wherever she was, her activity succeeded in arousing an interest in the Kindergarten cause, which continued to prosper, although the progress was slow, until the interest in the education of the people grew more intense during the last decade. She established the first Kindergarten periodical, for which she was happy enough to obtain the editorial coöperation of Dr. Karl Schmidt of Gotha, the famous historian of educational science. Her chief writings have been published in four books entitled: "Labor and the New Education," 1866; "The Child and his Being," 1868; "Reminiscences," 1876; "Col-

lected Contributions," 1877. The Baroness was active in establishing "General Educational Unions" as proposed by Froebel. Her Normal School for Kindergartners and Froebel nurses is perhaps the most perfect of this kind of institutions existing, for it is pervaded in all its details by the true Froebel spirit as the Baroness had imbibed it from the lips of the great founder of the Kindergarten himself. Fortunate is it for the cause of the new education, that her spirit as well as her institutions survive her, her mantle having fallen upon the shoulders of her niece. This younger Baroness von Buelow is a true and enthusiastic disciple of her aunt, and is carrying on the work of the late Baroness with a self-denial, a devotion, and a spiritual insight into the Kindergarten principle, second only to that of her departed teacher.—*A. H. H.*

FREE KINDERGARTEN WORK IN DETROIT.—A new impetus has been given to the free Kindergarten cause in Detroit, by the Industrial School Association, as never felt before in our city; and 1892 marks a year of jubilee among hundreds of our neglected little children. To Miss Maud A. Reid, our able superintendent, we are indebted for the speedy organization, successful development, and rapid advancement of our new work, inaugurated fourteen months ago. For we now have, as the result of her efforts, four free Kindergartens, a Kindergarten normal training school, two domestic schools, one sloyd class, as well as two private Kindergartens and the Sunday Kindergarten in the churches, under our management, all in a flourishing condition. Four hundred and ninety-eight children have had the benefit of our free Kindergartens, domestic schools and sloyd class; and we now have an enrollment of 417, with an average attendance of 311. The signal event of the year was the graduating exercises of the pupils of the Normal—ten bright, earnest young women—whom Miss Reid, principal of the Normal, has thoroughly trained, having given them their practice six mornings of the week for ten months in our free Kindergartens and domestic schools. Some twelve hundred people assembled to do honor to these graduates, four of whom read able essays arranged in logical sequence, viz.: 1. "The Child and Nature"; 2. "The Child and its Early Development"; 3. "A Plea for Kindergarten Training and Extension"; 4. "What Legacy the Kindergarten will leave to the Future." Mrs. Jane Bancroft Robinson addressed the class. She gave a history of the Kindergarten science and its introduction and development in Detroit, and expressed the hope that "the board of education, that honorable body of honorable men, who are now grappling with so many problems, will be led to examine the work, and that the Kindergarten will be incorporated into the public school as in other cities." Ex-Senator Palmer, president of the World's Columbian commission, expressed his appreciation of the movement in brief remarks, full of point and humor. Detroit sustains four other free Kindergartens, established and carried on by other societies than the Industrial School Associations,

but through the additional work of this association we now congratulate ourselves that we rank with our sister cities in this grand movement of Kindergarten extension. *Gertrude H. Baldwin, Chairman Kindergarten Committee.*

THE following list of questions is to be sent to every member of the International Kindergarten Union for volunteer, bright, live, crisp papers of ten or fifteen minutes' length, the best of which will be selected to be read upon each of the following occasions: National Council of Women, in May; World's Congress of Representative Women, in May; Kindergarten Sessions of National Education Association, in July. Papers must all be in at or before April 20. Correspond with Miss Sarah A. Stewart, 1520 Chestnut street, Philadelphia.

1. The advantages of an International Kindergarten Union.
2. The relation which local centers (city branches) should bear to the International Kindergarten Union.
3. What lines of work can the local centers do to the greatest advantage?
4. What is the best way of collecting and disseminating Kindergarten knowledge?
 - (a) An especial organ of the International Kindergarten Union;
 - (b) Kindergarten departments in existing educational journals;
 - (c) Utilizing daily and weekly papers;
 - (d) Correspondence and general meetings.
5. The relation of the International Kindergarten Union to the National Education Association.
6. The advantages to the Kindergarten cause of practical public exhibits with little children present; the disadvantages to the Kindergarten cause of practical public exhibits with little children present.
7. The best way of introducing the Kindergarten into the public school system.
8. The greatest obstacles to Kindergarten progress in large cities; the greatest obstacles to Kindergarten progress in small towns and country schools.
9.
 - (a) A practical scheme for making the Kindergarten an organic part of church work;
 - (b) Other benevolent work.
10. Reports of practical Kindergarten work being done in the cities represented in the International Kindergarten Union.
 - (a) History of the movement;
 - (b) Present standing;
 - (c) Outlook for the future.
11. Reports of work being done by Kindergarten training schools in the United States and Europe.
12. The broader education of the Kindergarten:
 - (a) Philosophy;
 - (b) Art, music, drawing;
 - (c) Science;
 - (d) Literature;
 - (e) Method.

THE Chicago Free Kindergarten Association is glad to announce to its friends that arrangements have been made with the officers of the new Armour Institute whereby the association is given the opportunity of having its normal classes become the Kindergarten department of the institute. As it will be one of the regular departments, all members of the training classes will receive all the privileges and advantages offered, such as the use of the gymnasium, the library, lecture course, entertainments, etc. Certain lecture courses all Kindergarten students

will be expected to take in the institute. Upon graduation, all diplomas and certificates will bear the seal of the institute, as well as that of the association. The institute, with its many departments, will be formally opened in September, but the Kindergarten Normal Department moved to its new quarters at the time of the organization of the new class, in February. The office will be at the institute, corner of Armour avenue and Thirty-third street. The management of the association will be conducted as heretofore. It will retain its identity as an organization, etc., and hopes not only to add to its usefulness for the classes, and elevate the Kindergarten standard, but to increase its membership and financial strength from all friends of true education. The Armour Kindergarten will be open during July and August.

A BOSTON LETTER.—The regular weekly program meeting of the Boston Kindergartens was given over to a review of the George Washington celebrations in the morning. The New England children have the advantage of so many local surroundings and historic landmarks, that an unwritten patriotism lies all about them in their infancy. One good Kindergarten points with patriotism to the roof of her ancestral home, where the good ladies had their tea party in order to escape the head of the family, who had said, "No more tea shall be sipped in this house." One of the Kindergartners gave a most interesting block-building lesson, telling the story of Washington under the famous Cambridge elm, and illustrating his continental house and coach. Flags and cocked hats, soldiers and trumpets were in the air. On the afternoon of the 22d Miss Lucy Wheelock gave a reception to the Kindergartners and visiting educators attending the convention. This gathering called forth much cordial interchange among professionals, and was a beautiful object lesson of Bostonian hospitality. Boston Common, clothed in depths of purest snow, kept the patriotic day in the silence which time has made eloquent.—*A. H.*

THE Kindergartners of St Louis, headed by Miss Mary McCulloch, celebrated the twentieth anniversary of the introduction into the public school of the Kindergartens, February 18. A public library was opened on the same occasion, and the first of a series of lectures on Dante was given in the evening. The school held until February 25. The school was given under the auspices of the St. Louis Froebel Society, with Mr. Denton J. Snider as director. All receipts over the expenses of the school will be devoted to the Kindergarten library.

MR. MILTON BRADLEY of Springfield, Mass., gave an interesting address to the Philadelphia Society of Froebel Kindergartners January 21, upon color. It was an effort to bring scientist and artist into agreement upon a *standard* of primary colors and their combinations, with fitting nomenclature, and certainly opened our eyes to the needs and the possibilities in this direction. —*M. Gay, Sec'y.*

THE Oil City Kindergarten Association was organized September, 1892, having four members; now it has forty-seven members on its roll book. Much interest is awakened. The attendance is large, which offers great promises for the future. This has developed from a private class started in February, 1890. So Oil City has a free class and one private.

A PROMINENT Columbus lady, who is largely interested in the Kindergarten movement there, keeps a copy of the KINDERGARTEN MAGAZINE under the carriage seat, for the benefit of the coachman, that he may be educating himself in the new methods while waiting for her when on her round of Kindergarten duties.

THE February meeting of the Philadelphia Society Froebel Kindergartners received an added impulse of consecration to growth from Miss Laura Fisher of Boston, in a thoughtful, logical, and frequently impassioned presentation of the subject, "The Connection of the Kindergarten with Subsequent Education."

IN localities where there is a public library as well as a Kindergarten training class, it is a most excellent plan for the training teacher, or some one in authority, to classify the books of the library under general heads, for the special reference of these students.

THE W. C. T. U. of Minneapolis has a flourishing Kindergarten of forty-five children at their mission home on Western avenue.

THE Kindergartners of California are raising money for a California scholarship in Miss Howe's Training School, Koh, Japan.

LITERARY NOTES.

"Illustrated Lessons for the Kindergarten and Primary School, with Paper Folding," by Wm. E. Sheldon, Rosa A. Duffield, Mary Stillman, Belle St. John Pearson, and Abbie M. White. Now that Kindergarten work is so important a part of the educational system, a book like this, the work of teachers of experience, will be found very helpful. It contains ten lessons, all fully illustrated, as follows: "Some Things a Kindergarten should Know," "Outlines of Kindergarten Gifts," "Kindergarten Occupations," "Dick and Don," "Practical Lessons in Form," "Lessons in Modeling," "Divisions of Primary Solids," "Story of the Second Gift," "Third Gift Sequence," "Paper Folding." Every Kindergarten and primary teacher should have a copy of this little book on her desk, and lend it to the mothers desiring to become practically acquainted with Kindergarten work. See March Bulletin of Books.

"The Story of the German Iliad," by Mary E. Burt. This should be called by its own name, "The Story of Siegfried." Carlyle calls "The Niebelungen" the real "child's book," and as a German epic it should be closely studied. Its relation to the Kindergarten thought is deep and pertinent. The natural development of the hero in natural surroundings types a character which should serve as a standard. Every Kindergarten should attempt the introduction of "The Siegfried" at this season. It embodies the Knight thought, giving an introduction to the myth itself; also its relation to music can easily be shown. The fact that the boy Siegfried worked at the forge and produced his own weapons with which to act, is well worth our thought. The Greek stories can easily be compared with "The Siegfried," and Miss Burt's book gives ample suggestion for every season.

"Children, Their Models and Critics," is a little book published by Harper Brothers since the new year. The author is Mrs. Auriette Aldrich, and the subject matter is handled entirely from the Kindergarten standpoint. The chapters of the book cover the following points: "Come, let us with our Children Live," "Naughty" and "Don't," "Spirit and Method of Early Education," "Discipline," "The Kindergarten." The book covers a ground of peculiar value and interest to mothers and would make excellent reading for mothers' study circles. The author dedicates the book to her own children who, she writes, have been the inspiration of it and have taught her the blessed privileges of motherhood. The new education by no means excludes the fathers; and this book, like others, contains excellent hints and suggestions to them.

TWO BOOKS.—"The Child and Nature, or Geography with Sand Modeling," by Alex. E. Frye, and "Brooks and Brook Basins" by the

same author, are two books whose value would be hard to compute, since they are so full of actual practical worth. These two books are the largest attempt at formulating and practicalizing this method of geography teaching, and can hardly be used separately. Kindergartners will find them excellent text books as well as giving outlined lessons. "Brooks and Brook Basins" is in the form of delightful stories, supplementing the practical lessons in the more technical volume, "The Child and Nature." See the March bulletin.

A PAMPHLET bearing the motto, "*Manu et mente*," and entitled "Sloyd as adapted in Boston," by Gustaf Larsson, contains an article by Mr. Larsson himself, setting forth the principles of the sloyd training, also one by Miss Woodward, reprinted from *Education*, entitled "Distinguishing Characteristics of Sloyd." These, together with outlines of courses and cuts of models, furnish in compact form information for the uninitiated.

"Starland," by Robert S. Ball, royal astronomer of Ireland, is a course of Christmas lectures on the heavens, given in such an interesting and living manner as to be almost luminous in themselves. It is thoroughly scientific, and illustrated both with text and picture. For home and school use it is an excellent book. Price \$1.50.

THE paper read before the Saratoga National Education Association convention, on the subject of "Literature for Children," by Mr. Geo. E. Hardy, has been published in pamphlet form, and is creating much comment. He shows in this that "rote education" by no means civilizes the race, and recommends the study of pure literature as the one reformatory, ethical force in the schools.

"The Nine Worlds;" stories from the Norse mythologies by Mary E. Litchfield. This little book attempts to give the interpretation of the gods as forces and objects in nature, at the same time preserving them as characters in literature, so closely related to the Siegfried story. The book is illustrated, and sells at 75 cts.

"A Syllabus of the Psychology Lectures" of Wm. George Jordan has been published as a very comprehensive pamphlet. Mr. Jordan is recognized as having made excellent contributions to the science of mental training especially helpful to Kindergartners.

"Little Flower People," by Gertrude E. Hale, attempts to bring out the personality of the flower world, and is rich in suggestion to Kindergartners, full of themes for stories, bringing out relationships in plant-life and their parallels to child-life. Price 50 cts.


"The Story of a Child," by Margaret Deland, author of "John Ward, Preacher," is an exquisite story of child life, and full of suggestions for right training.

MARCH BULLETIN OF BOOKS.

Each month we shall arrange a bulletin of books essential to the teacher for the month's work, and programs and publications referred to in the **KINDERGARTEN MAGAZINE**.

Any of these books will be sent postpaid on receipt of price by the
KINDERGARTEN LITERATURE CO., Woman's Temple, Chicago.

| | Price, Including Postage. |
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| Stories of Industry , by A. Chase and E. Clow. Vols. I and II, each, - - - | \$.60 |
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| Fairyland of Flowers , by Mara L. Pratt, - - - - - | 1.00 |
| Little Flower People , by Gertrude E. Hale, - - - - - | .50 |
| This book is written to awaken the child's imagination and curiosity concerning plant life. Illustrated. | |
| Child and Nature , or Geography Teaching, with sand modeling, by Alex. E. Frye, of the Quincy School. Illustrated - - - - - | 1.00 |
| Brooks and Brook Basins , or First Steps in Geography, by Alex. E. Frye, - - - | .75 |
| These two books are among the most valuable on the subject of applied geography. Illustrated. | |
| Illustrated Lessons for Kindergarten and Primary School , by Five Prominent Writers, - - - - - | .30 |
| An excellent handbook full of applied principles, especially for mothers and young workers. | |
| The German Iliad , by Mary E. Burt, - - - - - | .80 |
| The beautiful story of Siegfried, the young hero who worked at the forge and loved nature and song. A wonderful help in connecting the blacksmith, the myth, the knight, etc. | |
| Where Love Is, God Is , by Tolstoi, - - - - - | .40 |
| What Men Live By , by Tolstoi, - - - - - | .40 |
| Exquisite stories; can be read almost direct to children. Shoemakers are the central characters. Illustrated. | |
| The New Calisthenics , by Mara L. Pratt, - - - - - | 1.25 |
| Syllabus of Lectures on Psychology , by Wm. George Jordan, - - - - - | .20 |
| Lectures delivered before Chicago Kindergarten Club, and especially applied to the Kindergarten. An excellent guide in the study of any text-book on the subject. | |
| Religion in Childhood , by L. P. Mercer, - - - - - | .33 |
| Appropriate to the Easter-time religious thought. The book is being widely read and discussed by Kindergartners. | |
| Life in the Maine Woods , by Thoreau, - - - - - | 1.50 |
| Full of suggestion for story and natural history to Kindergartners. | |
| Froebel Badges , each, 5 cents; per dozen, - - - - - | .50 |
| White Silk, with portrait, dates, etc. Most appropriate to the birthday celebration. | |
| Glimpses of the Animate World , by James Johonnot, - - - - - | 1.25 |
| The science and literature of natural history. Every Kindergarten library, private and public, should own this book. | |
| Some Curious Flyers, Creepers, and Swimmers , by James Johonnot, - - - | .75 |
| Clay Modeling in the School Room , by E. S. Hildreth, - - - - - | .25 |
| A manual based on the curved solids. | |
| Natural History Lessons , by Block & Carter, - - - - - | .50 |
| Giving full outlines and experiments. | |
| How to Teach Paper Folding and Cutting , by MacLeod, - - - - - | .50 |
| Fully illustrated. | |
| Lessons in Form , by W. W. Spear, - - - - - | .70 |
| A text-book recognized by Kindergartens everywhere. Geometry for children. | |

 Remember the book "Columbus and What He Found" is the most excellent thing you can put into a child's hands during the coming year. For home reading and school supplementing it has no equal in this Columbian year. By mail, \$1.10.

STILL a few soiled copies of "Christ-Tales," at 50 cents.

PUBLISHERS' NOTES.

Shares in the Kindergarten Literature Co. Many of our readers have corresponded with us regarding the purchase of stock in the Kindergarten Literature Co. To those who should desire to know, we would announce that there are but a few shares left in the treasury to be disposed of, and the stock is nearly all paid up. The company owns and operates a large and handsomely stocked printing plant, located at 170 S. Clinton St., Chicago, which was entirely purchased for cash, and consists of fully equipped press rooms and composing rooms, large bindery and job-printing departments. It is now operating four monthly periodicals, two weeklies, and a quarterly, with several books "in press," besides a large amount of miscellaneous job printing.

The growth of the KINDERGARTEN MAGAZINE and the phenomenal new life of the *Child-Garden* promise well for the subscription department, and the books supplied to Kindergartners and mothers, through our company during the month of February, prove that there is a great need for well-selected book lists such as we are furnishing regularly, giving prices, etc.

Any readers further interested, and desiring to invest, will kindly correspond with the Kindergarten Literature Co., Woman's Temple, Chicago.

Back Numbers. There is great demand for all back numbers of the KINDERGARTEN MAGAZINE, by many who wish to possess the complete file. This shows a growing appreciation of the practical value of the magazine. There is repeated call for Volume I. The substance of this volume can be secured in the compilation, *Mothers' Portfolio*. Price \$2.25. Volume II is entirely out of print, and only a very limited number of bound Volume III are in the market, at \$3 each. Volume IV, in cloth, can still be had for \$2.25. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Take Notice. For the convenience of those whose subscriptions expire, we inclose a very simple form of Convertible Subscription Blank. It is only necessary to fill the blank lines, inclose remittance, fold and seal the edges, which are already gummed for that purpose. This constitutes a secure envelope, already addressed, only waiting a two-cent stamp to be ready for mailing.

Wanted.—Back numbers of the KINDERGARTEN MAGAZINE. Look at your files carefully and send us the following if you can spare them.

May, July, December, for 1888; February, 1889; January, 1890; September and October, 1890; February, 1892. Correspond with us if you have these to spare.

Send in your orders early for the badges for Froebel's birthday. They are on white silk ribbon, with portrait and dates. They are dainty souvenirs of the Columbian year, which will mark the greatest honors ever given the master in public ovations. Twenty-five for \$1, or 5 cents each.

Foreign Subscriptions.—On all subscriptions outside of the States, British Columbia, Canada, and Mexico, add forty cents (40 cents) for postage, save in case of South Africa, outside of the postal union, which amounts to 80 cents extra on the year's numbers.

Child-Garden Samples.—Send in lists of mothers with young children who would be glad to receive this magazine for their little ones. Remember some child's birthday with a gift of *Child-Garden*, only \$1 per year.

Bound Volumes.—Exchange your files for '91-'92 (Vol. IV) for a bound volume of same; it will cost you only 75 cents to have a handsome book made of your numbers. All bound volumes save No. IV are exhausted.

Kindergartners in the vicinity of Chicago, who are desirous of earning money and doing some work in their own line, may call on the Kindergarten Literature Co., Woman's Temple, Chicago, and receive instructions.

Always—send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

Portraits of Froebel.—Fine head of Froebel; also Washington, Lincoln, and Franklin; on fine boards, 6 cents each, or ten for 50 cents. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Always.—Our readers who change their addresses should immediately notify us of same and save the return of their mail to us. State both the new and the old location. It saves time and trouble.

Stationery.—Kindergartners desiring stationery for their schools or personal use should write us. Handsomely initialed or addressed, 100 sheets single, with envelopes, \$2; folded, \$2.50.

Froebel Badges.—Kindergartners will find the souvenir badges of Froebel's birthday an excellent help in celebrating this day. See bulletin of books for March, in our Literary Notes.

• **Always.** — Subscriptions are stopped on expiration, — the last number being marked, "With this number your subscription expires," and a return subscription blank inclosed.

All inquiries concerning training schools, supplies, literature, song books, lectures, trained Kindergartners, etc., will be freely answered by the Kindergarten Literature Co.

Badges for Froebel's Birthday, — printed on white silk ribbon, with portrait and date of birth, 5 cents each. Kindergarten Literature Co., Woman's Temple, Chicago.

See our Monthly Bulletin of Books. — Helpful reading for the month is suggested. All books for sale by Kindergarten Literature Co., Woman's Temple, Chicago.

Send for our complete catalogue of choice Kindergarten literature; also lists of teachers and mothers who wish information concerning the best reading.

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Teaches us that a constant improvement must be made in the assortment of Kindergarten Material, in order to meet the reasonable demand of Kindergartners. We have lately been investigating the matter of *Colored Thread*.

As a result we now furnish a special line, which conforms to the Bradley Color Scheme. The list comprises seventeen colors, the six standards, and certain hues, tints, shades and grays. This thread is soft and unfinished, and the spools contain many more yards than do the other line of spools which we sell of embroidery silk. The price for a dozen spools of thread, assorted colors, is 60 cents; postage 10 cents additional.

We are getting excellent press notices of our new book, "Clay Modeling in the School Room." Remember that the price is only 25 cents.

If you are interested in Kindergarten Tables, we can supply you with quite a long list, so that you can have some latitude in choosing, as regards sizes, styles and prices. We are making the "group table" now, 30 inches square, with legs adjusted in the same way that piano legs are put in place.

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We have just published a book to help both teacher and pupil; it is called, "How to Teach Paper Folding and Cutting," by MacLeod, a teacher of experience and a

favorably known author. The book is beautifully illustrated, tastefully printed and bound. It has been cordially received and indorsed by Principals of Kindergarten Schools, and Kindergarten Magazines. It is a success.

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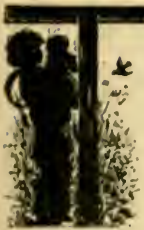
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KINDERGARTEN MAGAZINE

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FROEBEL.



THE smoke rolled up the wide-mouthed chimney, the fire danced and flickered, and the shadows around the room like phantom spirits came and went—shadows and light.

Quite naturally, as it comes in with my work, I began to think of children and childhood's place in life.

My thoughts went back to my own childhood, 'way back in the dim years; yes, and the flickering firelight aided me.

You can remember, can't you, the long, bright days, the sunny times, the times when life did seem but light and joy because then you knew naught of the depths of life, and cared less? You were free then,—the freedom of childhood, that boundless liberty.

Upon looking back I can recall that which to me then seemed so much, but now so little:

So little made me glad, for I was young:
Flowers, a sunset, books, a friend or two,
Gray skies with scanty sunshine piercing through.
So little made me glad when I was young!

But I think there are and have been those whose childhood never knew true happiness, but which was only one vast, unanswered mystery of *why*.

That word, that thought *why*, to a child means more than time, more than worlds. And there are those whose childhood has perhaps been more than the mystery. Think!

Perhaps you never came in contact with them, but let your imagination paint pictures for you—not only bright and summer ones, but bring in the deeper hues and paint the background dark, dark.

A childhood where the gladsome light of love, and the tender care, and the various little nothings which mean so much, never come. Disagreeable picture, isn't it? Well, now you may paint the other, the contrast; make it glowing and warm and bright, and the difference is brought out as to be even more marked. You say, Why paint pictures? Watch the firelight.

One picture—the first—needs a remedy. Are we so incompetent of ourselves that nothing can be done? If so we need a leader, and "A little child shall lead them."

Years ago—yes, 'way back in the seventeen-eighties—in a little German village named Oberweissbach, there lived, among many other children, one whom I should particularly like to introduce to you. He isn't said to have been a remarkably bright or winning child; in fact, no one ever thought much about him as a childish individual, but very kindly, as he says, let him alone. But he had some remarkable traits which followed him through life and shaped and planned his future destiny and purpose.

He was known by the homely appellation of Friedrich Froebel. Oh, you've heard of him, no doubt; so you and I will perhaps understand each other better.

His home nestled right in the shadow of a great church, and the child, as other children would have done, played and grew, as it were, beneath its very dome. But a life shadow deeper than that which the old church cast, crossed his pathway. His mother died when he was quite young, and the little life was left, as many have been, to be tossed about, with no gentle guiding hand to lead. But time flew, and with it came the changes—shadows and light. A new mother was brought to take the place of the true mother, and to watch the charges left. She was a good mother as far as care goes, but—oh, such a difference!

Here the fire begins to crackle and to burn fiercely;

shall we change the theme of our thought with its sudden diversion? Yes, for young life is impetuous, earnest, and warm. So was the life of this little child.

But the new mother did not understand, and she chided him, and could not enter into the thoughts and games that seemed so real to him.

So as Mother Nature sympathized with him, to her he went for information. Dear Mother Nature, whose warm pulses beat with love, and who only waits to caress and comfort, and tell her gentle stories, show such rare and wondrous treasures, and impart such knowing secrets! So this child, who might have brooded over his neglect and lived unhappy, just grew in with the joys of nature. He learned of the birds and the flowers, the trees and streams, the moss and stones,—for even stones can talk. And who better than a little child can understand some things they say? And the sky talked to him, and the clouds, as they hung dark and low, or scudded like white sails across a sea of blue.

And time went on—shadows and light.

After a time, his home ties not being such as they should have been, he was taken to more congenial surroundings. He went to live with an uncle who was very fond of him, and while staying at his home he went to school. His first time at school, and he a child of nature,—can you wonder that his thoughts were strange and serious? He was a child, and yet unlike other children. But Mother Nature's teachings only made him more eager for the study of the more common branches. I call them so because it is not every one that can appreciate nature's teachings, and know how wonderful they are. Perhaps he pitied those who had never learned under his chief instructor, and he worked and thought with a zeal that would have done credit to an older brain.

Years passed; and all these years he had been thinking and planning, and trying to put into practice what nature had taught him. Shadows and light kept passing before him, but undaunted he lived to work. The remembrances

of his own childhood caused him to think of its likeness to others; and he realized the importance of answering the great question *why*. Deep thinkers are active workers, and his first work consisted in writing books and articles which were the outcome of his meditations and experience. They were generally frowned upon and severely criticised. Of course there were those few to whom the contents may have seemed but a fuller and more explicit arrangement of their own thoughts, but who under the grave storm of disapproval kept strangely silent. The first of these works was published in 1826. Others followed soon, and all did most strangely advocate the harmonious development of the human faculties.

In 1840 his thoughts found expression in the opening of a Kindergarten at Blankenburg,—Kindergarten—a child-garden; truly a garden of children! and that is what all schools should be. And as you know how much care should be taken of a garden, perhaps you can partly realize the care and the patient watchfulness to be given to the Kindergarten, this garden of human plants.

Here he devoted his entire time and solicitude to the welfare of those under his care and instruction. Here he met with many discouragements, and very few of his friends approved of his struggling cause. In this institution he endeavored to train teachers for the furtherance and wide spreading of his work. And none can better realize the goodness and nobleness of his character and purpose, than those who worked under his guidance and direction.

And what was Froebel's work and his life dream for which he labored so earnestly? We cannot fully conceive the grandeurs of his original ideas, but this we know—that his model was the dear Savior of us all, and that surely plans of such high origin, plans drawn from such boundless and infinite love, are such as can never fail.

His tender love for and his sympathy with the children, lent the charm to his gentle life. And there in his Kindergarten, the full realization of all his hopes, Froebel worked out the wonderful secret by which we have profited so much.

And it is this: the true teaching of God's own, the children. For we who are older now and have had no training, no preparation, in the true sense of the thought, for the great depths of the unknown, we can surely realize the great need of a reformation in the noble, Christ-like mission of teaching and training the children.

Who indeed is there that does not love a little innocent picture, a child, emblem of the children of the heavenly garden? And who is there that can turn away when the pleading, wistful eyes, the windows of the soul, the reflection of heaven, gaze upward and ask questions that sages can never answer,—little hearts, heads, and hands that wonder *why?* God teach us how to answer them!

Though years have passed and Father Time has turned his sandglass many, many times, still Froebel's noble work progresses, and with dear Jean Ingelow we can truly say, "God has given us our book to read that lasts a lifetime—the world"; and surely in ages to come the reading will be the easier for the long preparation!

PLATTI GRIFFITH.

APRIL.

The New Year is my mother;
 I'm her fourth child, you see;
 They say I'm very fond of rain.
 'Tis true as true can be.

I love the little children,
 And when I send them showers,
 'Tis just to help my sister May
 Bring to them lovely flowers.

E. G. S.

NATURE'S INTERPRETER.

NATURE looked up in the face of God,
And said: "Let me show to man
The wonderful scheme of thy mighty love,
Conceived ere the world began."
So she spread over smiling vale and hill
A mantle of delicate green,
And set tall elm and poplar trees,
Like sentinel guards, between;
And water and earth she peopled with life,
Till the sound filled all the land;
And Nature looked on it all well pleased,
And said: "Man will understand."
Then she painted the sky with softest tints,
Made clouds of pearl and gray,
And colored them bright with sunset hues,—
With soft flushes for dawning day;
And when she marshaled these lovely hosts
Through the happy upper air,
The river and lake reflected the pomp
Till beauty was everywhere.
No matter where man might turn his eye,
There was beauty on every hand;
And Nature, smiling, said to herself:
"I think man will understand."
And the busy beaver plied his trade,
And the honeybee built her cell,
And the lark her rounded nest low made
In the shade of the foxglove's bell;
And the squirrel hoarded the ripening nuts,
And the ant laid by her store,
And each one found for his urgent need,
And none in her realm were poor.

There was room for everyone to work,
 To fulfill his Lord's command;
 And Nature said to herself, with joy:
 "I believe man will understand."

The dew refreshed the thirsty flower;
 Down hills the brooklets run
 To give their mite to the waiting sea,
 Who offered it back to the sun.
 They sparkled and sang through livelong day,
 And cried: "Is there more to give
 Of beauty, strength, or healing power?
 'Tis a glorious thing to live!"
 And Nature said, as she saw all this
 Run smooth 'neath her steady hand:
 "I'm sure this riddle is easy to read,
 And I *know* man will understand."

But man heeded not her harmonies,
 And spurned the patterns given;
 And claimed as his own the wealth of earth,
 Scarce raising his eyes to Heaven.
 And Nature, with a tear-wet face,
 Went sobbing to her own,
 Through the wailing forest, where the leaves
 Fell down at her heavy moan.
 And as Nature looked up in the face of God,
 There was heard throughout the land:
 Only my spirit of Love in his heart
 Can make man understand."

MARY E. SLA.

KINDERGARTEN AND PUBLIC SCHOOL.

V.

FROEBEL BEGINNING.



ROEBEL left us a model for the beginning of the education of children of school age. But having in his mind the idea that education should begin at home, he starts with the living room of the home instead of the schoolroom. It may be worth trying to adapt his scheme to the room of the first grade of a primary school.

The model is very short. It is a very suggestive outline of the work which should be done in the primary grades. It is a general introduction into the world around us, and contains all the "germinal" points from which the sciences should sprout, that are to introduce the child into particular fields of research. That is why it deserves repeated and deep study. Here is the model:

Pointing to an object in the schoolroom,—for instance the teacher's desk,—the teacher asks: "What is that?" When the answer is given, he writes it on the blackboard and pronounces it, together with the class, seeing that each child speaks it. Looking at the word and speaking it, he says, is reading.

In the same way pointing to a bench, to a map on the wall, to the window, the ceiling, etc., a similar question is asked for each object, and every answer is written and spoken similar to the first.

This simple proceeding may occupy a number of lessons, or hours, according to the abilities of both teacher and pupils.

This exercise finished, the teacher proceeds to ask a more comprehensive question, such as, "What do you see on the wall?" or "What on the floor?" or "What in the

room?" The pupils proceed to name everything they see. The teacher writes on the blackboard every single name that is spoken, and repeats it with the class as before. When he has written a number of names he reads them over again. Then he writes again new names which are spoken by the pupils, and again reads them, singly, and afterwards a number of them, step by step going back until he has repeated all of them as written on the board.

If in this exercise the teacher will take care to notice which of the pupils forestall him in pronouncing any words,—that is to say, which remember the written signs so as to connect them with their sounds,—he will know who is quicker than the others in learning to read, and who are the weaker that require greater attention and help.

Teacher: "The window belongs to the room, and so does the desk. Does the desk belong to the room in the same way as the window does?" Answer: "It does," or "It does not." "Why does it?" and "Why does it not?" Get a sufficient explanation of the difference between the desk and the window in reference to the room.

Having elucidated the point, ask the question, "What is the window in reference to the room?" Lead on the pupils until you obtain the proper answer: "A part of the room."

Let the pupils name whatever they know to be parts of the room. Then go on reasoning that the window or the wall, seen from where you are, appears as part of the room. But when you see the window, or the outside wall of the room from without,—from the street,—it appears again as part of something. "What do you call that something?" "The house." "Do room and house belong together?" "They do." "In which way do they?" If the question is too general to elicit a ready reply, lead on to an answer,—for example, by asking: "Which is larger, the house or the room?" or, "Is not one inside of the other?" Thus the pupils will find out that the room is a part of the house.

"Name other parts of the house." As the parts of the house are being named the teacher writes them on the

blackboard and afterwards reads them in unison with the class. "It is a most useful practice of the power of perception and of language that all the pupils should pronounce together words and sentences immediately after they have been pronounced a first time," says Froebel.

Compare the house in which you are with other houses, and find out if they are alike, if they are made up of parts exactly corresponding. "Have all houses parts like the parts of this house?" "Which parts has this house that are not found in other houses?" "What parts have other houses, not found in this?"

Here Froebel introduces a subject requiring a good deal of judgment and which must therefore be handled more considerably. The question to be answered is: "How do we determine what rooms of a house are essential to it?" Lead the class to name different kinds of houses; namely, dwelling, store, office-houses, shops, factories, etc. Let them find out which are the essential parts, first, of houses in general; secondly, of each kind of houses. In this way the class will be led to understand that we must look upon the use made of a house in order to find out which rooms or parts are essential to it.

Going back to the room occupied, Froebel starts anew by having the furniture named again. Teacher: "Are the pictures, the flower pots, etc., of the same importance to the schoolroom as the desks, benches, chairs, maps, books, blackboard, etc.? if they are not, why not?" The latter are essential to a schoolroom; the former are ornaments, pleasing enough, but not essential. That is the reason why the latter alone are called "schoolroom furniture."

Have the schoolroom furniture named, write it, and read it with the class, as described.

Froebel, having started with the living room, describes the above practice as applied to the living-room furniture. Then he leads the children to find out which pieces of furniture are comprehended by the name of general household furniture; that is, which can be used in every part of the house,—like chairs, small tables, etc. The pupils are led to

distinguish such general furniture from kitchen furniture, bedroom furniture, etc. Then he has named all the kitchen and bedroom furniture, writes it down and speaks it with the class, as described.

Having finished the house or houses, Froebel leads the class to find out that a house in the country is generally a part of a larger whole; namely, of the farm. He has all the parts of a farm named: the farmyard, the garden, the dwelling house, the barn, the stables, etc. Then follow the implements of the yard, of the garden, of the field, etc., called agricultural or farm implements. Every series of names is written down and read as before.

"Is the farm a part of a greater whole?" As there are no schools near lonely farms, the proper answer will usually be that the farm is a part of the village or town. Name the parts of the village: houses, barns, gardens, farms, church, school, common, market place, and streets; court house, a blacksmith shop, a well, etc. Have the distinguishing features of the different buildings, places, shops, etc., named and described. Write and read them as usual.

From the village proceed to the country surrounding it. There are found fields, meadows, ditches, roads, bridges, trees, etc. Whose property are fields and meadows? Who owns ditches, roads, and bridges?

How do we call the country surrounding the village?

Of what greater whole is the township a part?

Name things you have seen in the county: hills, plains, mountains, valleys, rivers, brooks, canals, lakes, roads, bridges, forests, houses, shops, factories, villages, cities, etc.

At this point the study of *geography* must begin as a subject by itself. It will have to proceed from the county to the state, from the state to the Union, from the Union to the continent of North America, thence to South America, to the oceans on both sides, etc.

Compare the objects seen. Is each object of a kind by itself, or are there numbers of a similar kind? Name single objects if there are any, and such as are similar. Write and read as usual.

Compare objects as to their origin. How do they differ in that respect? Some owe their origin to nature, some to man, some to nature and man jointly. Name series of natural objects, of man-made objects, and of objects of joint origin.

The land and its plains, hills, and valleys, brooks and rivers, forests, clouds, sky, etc., are natural objects. Walls, houses, roads, bridges, etc., are man-made objects. Natural objects modified by man are fields, meadows, ditches, hedges, arbors, vineyards, etc. Have this idea well discussed. It will open new vistas of thought to the pupils and prove eminently useful; the series of names to be written and spoken conjointly as usual.

"Now let us look at some other objects: the tree, the rock, the river, the bird, the oak, the deer, the pine tree, the dog, the horse, the air, the storm with thunder and lightning. Let us compare them and see how they all agree or differ."

Take them together according to their similar properties.

Deer, beetle, cow, bird, snails, are living creatures.

Pine, oak, moss, grass, are plants, or vegetables.

Air, water, stone, rock, are minerals.

The storm, rain, thunder, lightning, are natural phenomena.

"Find and name all the living creatures you know all around you. Do the same with plants, with minerals, and with the phenomena."

After this, study more closely the animal creation according to the localities in which you find any. Have the places and mediums in which they originate, live, and feed, carefully distinguished. They are found in the house, the farm, the yard, or in the field or forest, on land or in water, in the air, under ground, in wood and other materials.

By the locality in which they live, living creatures are broadly distinguished. Domestic animals are those which live in dwelling houses or on the farm or in company with man at his dwelling places. Among wild animals may be distinguished beasts of the field and beasts of the forest.

By the medium in which they live, living creatures are called land animals, aquatic, amphibious, aërial creatures, etc.

Plants and vegetables must be considered and distinguished in a manner similar to that applied to the animal kingdom. Thus are distinguished domestic plants, hot-house plants, garden, field, forest, water, marsh, parasitical plants, etc. •

The mineral kingdom must be treated in a similar way. But it will be found that minerals are not possessed of so many points of distinction as plants and animals. Different kinds of earth and rock deserve being noticed.

Froebel further advises to apply the same principle of classification to the natural phenomena of earth, air, water, and fire.

A. H. HEINEMANN.

THE DISCOVERY.

WAY in the heart of the ages,
When men seemed to spring up full grown,
When poets and prophets and sages
Seemed to all the world alone,
There could be no room for the children;
So ages, like premature men,
Have lost all the brightness of childhood,
And never have found it again.
The canvas and marble have told us
Of beauty and thought undefiled;
But the angel was seen in the marble
Before it was known in the child.
An Angelo rivaled a Raphael,
And gave such an impulse to art,
That unnumbered Pygmalion statues
Have lacked only one thing — a heart.

Galileo, with foresight prophetic,
Looked out from his prison on earth,
And called, with a voice not yet silent,
A myriad new worlds to birth.

A Kepler, with wonderful vision
Beyond his own fellows and time,
Starts the earth on its journey of motion,
Set to its own music and rhyme.

A Franklin, with wondrous invention,
The banner of thought has unfurled;
A Morse caught the fire chain electric,
And with it encircled the world.

A Field, with the strength of his cable,
United two nations in one;
And each day, as it passes, but shows us
The onward work only begun.

An Agassiz, leader in science,
Now asleep on his own mother's breast,
Has this epitaph evermore blessed:
Of all things *he loved children best.*

And I think of all words of the Master
Who taught in the far Galilee,
These have touched humanity closest:
"Let the little ones come unto me."


So I feel that the poor German peasant,
The "daft man" at whom people smiled,
Made the greatest of all known discoveries—
The *way to the soul of a child.*

F. A. B. D.

(Taken from a copy of the *Kindergarten Messenger*, 1881.)

THE ROUNDS AMONG THE KINDERGARTNERS.

II.

T the head of the turbulent Lake Erie we find one of those geographical necessities of cities which are compelled to handle the raw materials of a great continent, but which at the same time gather together the people of enterprise essential to such handling. Buffalo is associated in the minds of many people with coal, lumber, and bulk produce. On our recent visit there we were thrown in contact with another side of this city's enterprise.

The remarkable Kindergarten movement which one year ago stirred the city to the center, is still bent on its mission, and six well-organized free Kindergartens appear above the murky horizon of its darkest districts. Among the successful private schools of the new order is that known as the "Elmwood," which boasts a model building, modern appointments, and noble aspirations. Misses Beers and Gibbons, who conduct the school, are creative teachers, who dare to build out their own interpretations of pedagogy. They belong to that desirable class of educational reformers who can substitute better methods for each step outgrown. The Elmwood school is supported by private citizens, and gathers nearly one hundred children into its Kindergarten department alone. It is an excellent object lesson of the new school, and is doing a double work in educating children after a rational fashion, and the community to ideals of education.

Buffalo has the nucleus for great and good educational work in the future, which is by no means limited to the few who make up the Kindergarten element; for it has already

entered the public school system with that irresistible leaven known as the "progressive teacher."

We were most cordially received by the Kindergartners of Rochester, who number a half hundred or more. Six public school Kindergartens are in operation, several of which number eighty or a hundred children. The city has a regularly appointed supervisor of the Kindergartens, Miss M. L. Madden. The afternoon meetings of the Kindergartners, for special consideration of their work, were attended by many of the grade teachers and principals. Superintendent M. Noyes, of the city schools, called a teachers' institute for March 4, which was given over to the discussion of the Kindergarten. Over six hundred grade teachers, as well as principals, commissioners, and school board, manifested the deepest interest in the "true education."

Mrs. K. Whitehead carries a large mission Kindergarten here, as well as a successful training class of teachers. On the day her school was visited, the little ones were found enjoying their dolls, who were guests of the day. They were finally all put to bed in a "life-sized" wicker cradle, which is kept in the Kindergarten for practical as well as symbolic purposes.

We had the pleasure—not soon to be forgotten—of visiting the Kindergarten at the Deaf Institute at Rochester, at present in charge of Miss Louise Morgan. Here were thirty little girls being not only cared for, trained, and educated, but being "mothered" as well. It was a charming picture, this of the eager-faced children, whose eyes must tell the whole story of their interest and gratitude. They played "pigeons" and "chick-a-dees" with all the sweet fervor of spontaneous childhood.

The Albany Normal school has one of the most complete Kindergarten rooms we have ever seen. Plenty of windows, hard-wood floor, fine-finish woodwork, and the best of furnishings make it a worthy place for this choice department. Miss Ida Isdell is in charge of the model Kindergarten and training class.

The Home for Christian Workers, at 7 High street, has a representative Kindergarten worker in Miss Olive Smith, who is a graduate of the Chicago Free Kindergarten Association. This adoption of the new education into organized mission work shows a progressive policy.

We arrived in Boston together with a high snowstorm, which heaped up its crystal flakes until the streets of Boston town were changed back into the original historic cow-paths. We found the Kindergarten attendance small in consequence, but lost no time in making the most of the Kindergartners. Chauncy Hall Kindergarten, under Miss Lucy Wheelock, is an attractive room, full of nature's gifts as well as those of Froebel. The school stands under the shadow of the new Old South Church, and it is said of the mistress of this Kindergarten that she is a typical Bostonian.

At the Rice public school we found Miss Laura Fisher giving a gift lesson to a class of primary children, which she conducts regularly twice a week. This does away with the mistaken use of the materials merely as busy work, and suggested a way out of the dilemma of bringing the Kindergarten into the primary and retaining its full purpose. Miss Fisher conducts the regular training class here in connection with the Normal School.

The Rice school is also the headquarters for Mr. Gustav Larsson and his department of American sloyd. The growth and usefulness of this system of bench and tool work he considered as satisfactory as could be expected. Mr. Larsson will no doubt conduct a sloyd department in the Children's Building at the Columbian Exposition.

The regular weekly program session of all the Boston Kindergartners, on February 21, brought together a roomful of patriotic teachers exchanging the experiences of their various Washington Birthday celebrations,—Miss Pingree in charge. A few games and songs closed the afternoon. Such informal, happy gatherings of Kindergartners do much toward the freeing, broadening, and making truly spontaneous the individual participants.

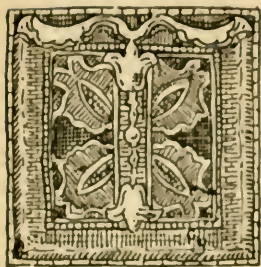
An account of Boston Kindergartners, however limited, would be incomplete without the mention of Misses Weston and Garland, who are, by virtue of long service and devotion, an integral part of the work. An hour's escape from the gale without, to the serene and cozy atmosphere of their home, was a rare privilege. To hear the story of the efforts and long patience of such pioneer Kindergartners has a salutary effect upon the hasty speeding of the younger generation, who are favored to gather and enjoy the fruits from orchards so long nurtured and guarded by their predecessors.

AMALIE HOFER.

(To be Continued.)



A SKETCH OF MILTON BRADLEY.



IN the January number of the *Century* there is a large and striking picture of Friedrich Froebel, under which appears the announcement, "By permission of Milton Bradley Company." The article accompanying this portrait is an admirable setting forth of the Kindergarten movement in America up to the present time, with suggestions regarding the promising outlook for the future. While it was only a fortunate accident that connected Mr. Bradley's name with this article, that name ought always to be mentioned when an attempt is made to chronicle what the Kindergarten has done for America, and what America has done for the Kindergarten. We use the latter phrase advisedly, because while all Kindergarteners and all who write about the Kindergarten should always acknowledge Froebel as the bold originator of the system, who introduced it to the world and devoted his life to it, none of them can afford to deny the very material aid which has been rendered the cause by our own countrywomen and own countrymen during the last twenty-five years.

Like the majority of American citizens, Mr. Bradley has had a varied career. He was born in Vienna, Me., in 1836, but soon removed to Lowell, Mass., graduating at the high school there when a lad of fifteen. During his school days mathematics were his delight, geometry being a field in which he reveled with special pleasure. He also showed great interest in drawing from his earliest years, although there were absolutely no avenues of instruction open to him in that direction, because no drawing teacher of any value could be found in the public schools or elsewhere, save in the largest cities. The subject of this sketch did,

however, get some ideas regarding artistic drawing from a self-taught young woman named Margaret Foley, who worked in one of the Lowell cotton mills, and cut cameos and modeled plaster images as a recreation. Miss Foley subsequently became a wood-engraver, and pursued her studies in Rome, sending from there the central group of figures which adorned the fountain in the Art Building at the Philadelphia Centennial.

From the high school young Bradley went into the office of a Lowell mechanical engineer as draughtsman for two years, and then took a course at the Lawrence scientific school at Harvard, for an equal length of time, with the intention of being a civil engineer. Circumstances, however, changed his plans somewhat, so that in 1856 he became a draughtsman in the locomotive works then located in Springfield, Mass. At the end of two years the concern moved West and left Mr. Bradley to battle with fate as a mechanical draughtsman, seeking work wherever it could be found. Meanwhile he incidentally became interested in lithography and established a modest business in that line in 1860, which has since become the leading enterprise of the kind for the section in which it flourishes. During these years the early difficulties in obtaining for himself any satisfactory instruction in drawing inspired him to give the workmen employed in the United States Armory and other mechanical establishments in the city evening lessons in industrial drawing. Just then the war began, and owing to the sudden death of the draughtsman at the armory, when the demand for firearms for immediate use in the field was most pressing, Mr. Bradley was called to the place, which he held for several months at two different times, finally declining the permanent position because of his desire to develop other lines of work which he had in mind.

The lithographic business opened the way for the invention and manufacture of a variety of children's games and toys, which in time led to a large plant and the employment of many helpers, both artisans and artists. Mr. Brad-

ley took great personal interest in devising games for the amusement of little people. He started, and for two years published, a monthly called "Work and Play," a journal of instruction and amusement for the young, and was the compiler of the standard manual for playing croquet, which ran through many editions, while Milton Bradley & Co. were the leading manufacturers of croquet sets in the country.

From this very brief outline of Mr. Bradley's earlier years, it will be noticed that his training was in a line not so very far removed from that of Froebel, both being devotees of geometry, and interested in the construction and the sports of children. Doubtless Froebel's studies while preparing himself for an architect were an important factor in formulating the Kindergarten system, and it is equally evident to the writer that Mr. Bradley's training as a professional draughtsman has proved a potent help in interpreting to him the principles of that system and suggesting certain additions to the gifts and occupations which are wholly in accord with Froebelian ideas and methods. In addition to his other vocations, Mr. Bradley's connection with lithography helped develop his natural artistic tendencies, so that he was prepared to become a ready and altogether willing convert to the gospel of the Kindergarten, as soon as it should be adequately unfolded to him.

The first person who undertook this task was Edward Wiebe, a German master of music, who came to Springfield a short time after the war. He had been a companion of Froebel in early life, and claimed to be able to interpret and illustrate the Froebel educational methods, which he proceeded to do by urging the importance of the system on his Springfield neighbors, and opening a Kindergarten. But for the most part his pleading fell on dull ears, and the Kindergarten was a short-lived venture. But Mr. Wiebe had a mission in the world, which was to consummate the union of American brains and machinery with the principles of the Kindergarten, and he accomplished it during his brief Springfield residence. As soon as he became acquainted

with Mr. Bradley he began the attempt to persuade the manufacturer of games and toys that he would be just the man to undertake making Kindergarten material and to publish a book explaining the system.

For a long time Mr. Bradley withstood his advances, and might have done so to the end had not Miss Elizabeth Peabody appeared on the scene. She, having heard golden opinions of Froebel's work in his own country, undertook to copy it in Massachusetts; but being dissatisfied with the imitation, visited Germany in 1867, remaining for a year's special instruction at the fountain head of the system. Returning full of zeal for the propagation of Froebel's ideas, she came to Springfield to deliver an evening lecture on the Kindergarten, in a schoolhouse near Mr. Bradley's residence. Prompted by curiosity he attended, and dated his educational conversion from that hour. As a result, he surrendered to Professor Wiebe, publishing his "Paradise of Childhood" in 1869, and beginning to manufacture the gifts and occupations about the same time, a line of work which has constantly been pressed and amplified to this day. For many a year it was a discouraging business, always making a showing on the wrong side of the ledger, and always very unpopular with those members of the firm who had only a superficial knowledge of it. But the excellence of the material produced commended it to Kindergartners from the start, and after the guild had increased to a sizeable army the commercial aspect brightened. Meanwhile Mr. Bradley transferred his personal affection to this new line, and was able, while making various additions, to still keep in touch with Froebel's system and principles, resisting the temptation to manufacture and label as "Kindergarten material" many innovations proposed by people who felt called to improve on that system and those principles.

Space will not allow us to enter into particulars regarding the additions to the well-recognized material now in use which can be traced to Mr. Bradley. A number of them pertain to the Seventh Gift. From the first he has

been very strenuous in maintaining that the half-equilateral triangle should be the standard of the tablets used in this gift, rather than the half-oblong, being careful to explain his reasons, from the standpoint of a mathematician. The whole system of Kindergarten parquetry as now practiced was introduced by him as a part of the Seventh Gift, and various other examples of material suggested by him might be cited.

During all these years Mr. Bradley has devoted considerable of his time to studying the science of color, and giving instruction regarding the best methods of teaching the essential facts about color. His interest in this subject dates back to the early years of experience in furnishing Kindergarten supplies, when he found it impossible to match with any degree of exactness the colored papers which he had occasion to buy from time to time. Although the name of the color was the same from year to year, the color itself was liable to change with each new lot purchased; which circumstance led Mr. Bradley to conclude that there were no common standards of colors recognized among both artists and scientists. The knowledge of this fact raised the inquiry in his mind whether such standards could be found, and ultimately caused him to accept the idea that they must be found in nature, in the solar spectrum. Experiments in analyzing this spectrum and ascertaining by the aid of the solar lantern and other scientific appliances, indicated where the most intense portions of the six colors—red, orange, yellow, green, blue, and violet—are found, to the satisfaction of Mr. Bradley and the educational people who worked with him, so that it was agreed by them to accept these portions of the spectrum as the six standards. Colored papers were then made which bore a very close resemblance to those standards, and these papers are successfully used in teaching color in the Kindergarten and the schools of various grades. Further investigation led to the belief that very much is gained by representing these six standards as primary colors, and the discarding of the old Brewster theory of color which had so

long prevailed among the artists,—that red, yellow, and blue should be regarded as the primary colors, and that the secondary colors—orange, green, violet—can be produced by the combinations of the primaries. The experiments, which have been carried on according to the Bradley system for several years, are performed by the aid of the rotating spindle, which in its present improved form is known as the Bradley color wheel. In connection with this scheme of color an attempt is being made to establish an international nomenclature which shall clearly designate the standard colors with their tints and shades, and the intermediate hues which are formed by the combinations of the standards.

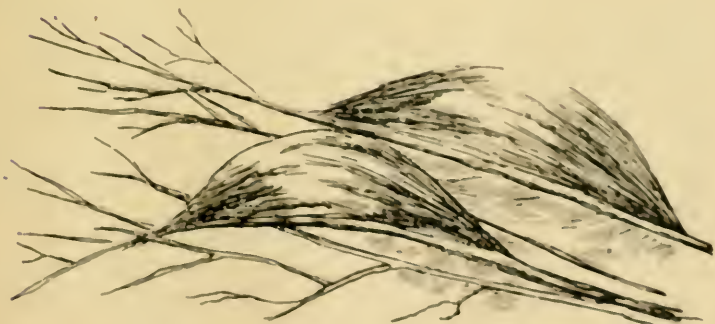
It is scarcely possible to give an adequate idea of this color scheme within the limits of an article like the present one, which must necessarily touch lightly on a great variety of subjects. But those who have given it their most earnest attention believe that the acceptance of the colors of the solar spectrum as standards, and the illustration on the wheel of the way which the colors of nature are mingled to form harmonious combinations, will do very much to remove the science of color from the uncertainty which has so long attended it. There is much to be said in favor of color study from the Kindergarten upward, and when a correct knowledge of color and the different branches of drawing and designing are combined, far better results can be expected for American art and artistic handicraft than have ever been secured up to this time.

Mr. Bradley has given this scheme of color to the world in his book "Color in the Schoolroom," which aims to treat the subject from the standpoint of the teacher, giving, meanwhile, due credit to the position of the artist and the scientist. He has also written a number of articles for educational papers on the same subject, besides giving lectures to Kindergarten associations and other gatherings of teachers. He has never been in robust health, but is today as untiring in his efforts to promote the cause of education along industrial and artistic lines, as he was

thirty years ago, when he began teaching the Springfield armorers how to draw. During all these years he has been a warm advocate of manual training, and it was in part through his efforts that the present manual training department of the Springfield public schools was established.

Mr. Bradley's long-continued service as a member of the Board of Education of Springfield, and his peculiar business, have kept him in sympathy with teachers and in active coöperation with their work. Hence he deserves to be regarded as much an educator as a manufacturer.

HENRY W. BLAKE.



THREE LETTERS.

THESE LETTERS were written at the request of the Woman's Club, Chicago, which recently closed a series of discussions of the Kindergarten system. All Kindergartners should save these words and use these arguments:

SUPERINTENDENT'S OFFICE,
Philadelphia.

I have been desirous of ascertaining by a careful system of observation and comparison the actual value of Kindergarten training on the pupils that enter our primary schools from the Kindergartens. I have not had time to make this investigation, and therefore cannot speak from the standpoint of statistics. Judging from the standpoint of theory, however, I have no doubt of the value of Kindergarten training. The theory of the Kindergarten is to aid the natural development of the child, and such an aim properly carried out must show successful results. If carefully obtained statistics should not verify these expectations, I believe we should find the fault not in the principles of the Kindergarten, but in the unskillful way in which the work had been done. It would be the fault of the teacher and not of the system.—*Edward Brooks, Supt. of Schools, Philadelphia.*

SUPERINTENDENT'S OFFICE,
BOSTON, Nov. 30, 1892.

At the present moment I hold that the effects of Kindergarten instruction upon after education must be beneficial. This is my theory, my judgment based on *a priori* reasoning, or, if you please, my prejudice; it is not, unfortunately, an opinion based on wide and accurate observation. Such a question as you have proposed ought to be determined in only one way: that is, by a rigidly scientific method of observing and comparing the facts. But I am unable to learn that such a method has ever been pursued extensively enough to establish conclusions of any considerable value.

Most of the conclusions hitherto expressed turn out to be based on limited and rather loosely observed *data*, supplemented by a large supply of theoretical opinions. Indeed, there are obstacles in the way of a rigidly scientific investigation of the facts which are serious, if not insurmountable.

Take this city, for example: we have in the Kindergartens this year some 2,500 children, who next year will be in the lowest grade of the primary schools; but there they will be joined by 7,500 other children, who will have had no public Kindergarten training, but many of them will have had home training of excellent kind. To keep these two classes of children separate is almost impracticable in our primary schools, even in the lowest grade; and in the higher grades quite impossible. The result is that the 2,500 Kindergarten children are mixed up with the 7,500 other children, and treated to the same invariable "course of instruction" by the primary teachers, so that if differences existed at the beginning they would be thoroughly obliterated at the end of the primary course of the year.

There are such practical difficulties in the way of making a collection of observations which shall be at once accurate and extensive that I have not, in this city, undertaken the task. The best that has been done hitherto is to collect the impressions and the opinions of those primary teachers who had received into their classes some Kindergarten children.

The results are reported in our School Document No. 21, 1887, a copy of which is herewith sent. This document I regard as a valuable contribution to the discussion of your question, but yet very far from being the adequate investigation I have suggested as desirable.—*Edwin P. Seavers, Supt. Boston Schools.*

SUPERINTENDENT'S OFFICE,
DES MOINES, IA., Dec. 9, 1892.

Your favor of recent date, inquiring as to the effects of the Kindergarten upon after education, received. I am very glad to respond. An immediate good effect of Kindergar-

ten instruction upon the succeeding school work is seen in the increased power of the children to do the work in the primary schools. We have three buildings in which the Kindergartens have not yet been introduced, and the first-grade pupils in these buildings usually spend two years in that grade, while the pupils in the other first grades, coming from the Kindergartens, do the work more easily and do it better in one year than those who spend more time without Kindergarten training. It is my opinion that this advantage comes from the more complete development of the children, and that the broader foundations thus laid give them a chance to build more readily and strongly all the way through their school course. Children thus trained are more responsive as well as more capable. It seems to me that Kindergarten training of the right sort is a needful and a very helpful phase of public instruction.—*Frank B. Cooper, Supt. Des Moines Schools.*

CROCUS.

The crocus had slept in his little round house
So soundly the whole Winter through;
There came a tap-tapping,—’twas Spring at the door:
“Up! up! we are waiting for you.”

The crocus peeped out from his little brown house
And nodded his bright little head:
“Good morning, Miss Snowdrop! and how do you do
This fine, chilly morning?” he said.

SARAH CRANE DAY.

EDITORIAL NOTES.

DO KINDERGARTNERS demand detailed programs, in which every line and letter is prescribed for daily use, like the "Popular Letter Writer," which provides the form and nature of business as well as love letters?

Do Kindergartners prefer gathering their inspiration by imitating the successful, even though wonderful, work of another, to digging beneath the surface and bringing up the new ore which lies a waiting wealth for each one?

Which is more desirable, to be taught the externalities of the Kindergarten daily practice, or to be initiated into the principle of the work, which makes it possible for each to make and control and shape every thought and incident to noble ends?

What is the best and most practical work for the Kindergarten who feels needy and hungry for more creative ability? Is it reading pretty accounts of what may be or has been done, or is it an assurance that she can and must study the child and his needs, and make her methods to fit that need?

Is literalism a substitute for individualism? Why do Kindergartners (if they do) soon exhaust the inspiration or resources of their training? How is it that so many earnest Kindergartners lose faith in themselves and depreciate their sincerest efforts?

The very nature of the Kindergarten's work compels growth and progress. The aim of her work is to make the child *creative*, as well as honest, clean, and healthy. In order to do this she must herself be not only honest and neat, but *creative*. A ready-made program is not good food for this growth.

The Kindergarten doctrine of individual development refers to the adult as well as the babe in swaddling bands. Each Kindergarten can and must be leader in her realm.

not only of the march and song, but of the thought and spirit of her followers.

Much help and freshness come to fellow workers by the comparison and interchange of their practices, but there is no salvation in forever flitting from one happy thought to another. That workman who honestly plods at his humble task, however homely, is building for eternity. In the Kindergarten profession there is need, as in every other, for sincere, honest, individual effort, rather than half-hearted work, at which the workman has one eye on his own task, the other on some one's else doing for better or worse.

Every teacher is a genius in proportion to her faith in herself. Every Kindertartner may become original and creative as soon as she has possessed herself of the kernel of her work. She, like the little child, has the power within, and can put it forth into telling and successful work. Each child is a new phase of the same old principle of childhood. Know the principle, and then adjust the child to it. *Traditional methods*, even though they be called Kindergarten, will never make creative, noble workers of each and every earnest aspirant. *Knowing the principle* and making your own methods will.

The KINDERGARTEN MAGAZINE does not aspire to take the place of the professional normal training school. It aims to bring fresh, suggestive, and encouraging thoughts, such as every Kindertartner pours forth each day in her work. It is for pleasure, culture, and individual broadening, as well as for her professional profit. The KINDERGARTEN MAGAZINE is never willing to divorce the technicality of the system from the living, throbbing, searching humanity through which it must be filtered and executed.

Froebel Birthday Song.

ANDREA HOFER.

Arr. by J. H. CHAPPEL.

1. Sing, lit - tie birds, and tell the sto - ry, Froe - bel's birth-day is to - day,

Blow, gen-tle winds, the day's rich glory, And all the world keep hol - i - day!

CHOU'S.

Interlude.

We'll each bring a flow'r, And build a bright

how'r, To cir - cle a - bout and sing;

As glad hearts are

beat - ing, And sweet lips re - peat - ing, Hur - rah for Froe - bel, our King.

D.C.

PRACTICE WORK.

FROEBEL BIRTHDAY REMINISCENCES.

It was in an excitable mission Kindergarten that we had told the stories of the boy and man Froebel, had looked at the picture of himself surrounded by the little ones. One of the children had named him the "Kindergarten pa," and all felt a sweet familiarity with his life. On the morning of the birthday the various tables were busied at their work. At one the children were building the church which had so wholly chained the interest of Froebel when a boy. They were now ready to describe how the windows might have been, and what the music.

Shall we all together make an organ? Yes, yes! and speedily more blocks were constructed into a high organ. One of the children played an opening song,—“Praise God from whom all blessings flow.” The quiet, reverential tone was taken up all over the room, and sweeter singing never rose from heart of man to honor any doer for men. A gentle undercurrent of deep feeling pervaded the Kindergarten for the remainder of the day, and in that open, holy mood the children might have been led to noblest deeds.

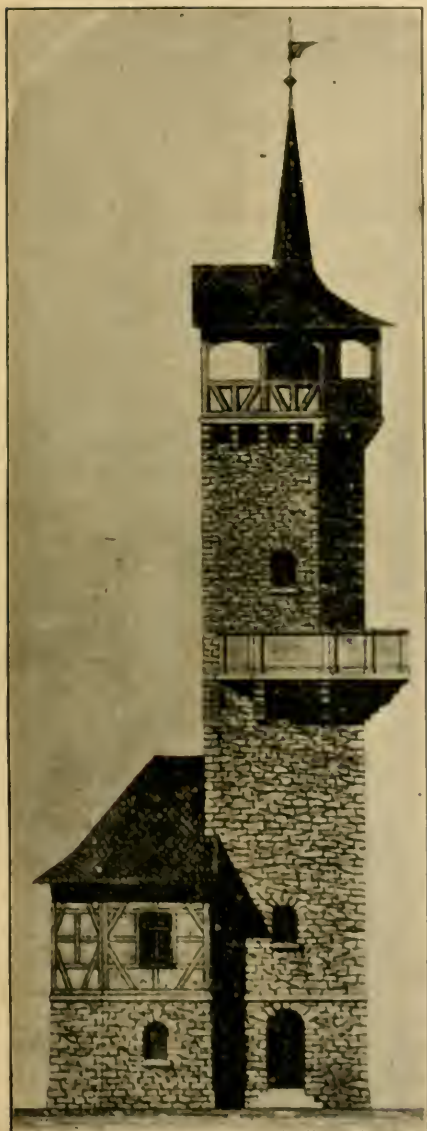
Again it was in a humble village Kindergarten. The children were all seated about the circle for morning communion. We were talking about great, good, and *helpful* men. “My papa,” and “brother John,” and the “dear uncle” had all been cited, when a little girl, who had attended a city Kindergarten the year before, said:

“I know who is the helpfulest of all.” We guessed many names, but in vain.

“It was the father Froebel of the Kindergarten, and I know a story about him.”

It was a surprise to us all, but a pleasant one. She told the story sweetly, and the wise Kindergarten added no comment.

OUR FROEBEL BIRTHDAY ILLUSTRATION.



FROEBEL-THURM.

The frontispiece of this our April number is taken from a photograph of Froebel's birthplace, the old parsonage at Oberweissbach, in Thüringen. The church of which his father was pastor stood directly over the way. Over the hilltop back of the house may be seen the tower (*Froebel Thurm*), erected by the people of Oberweissbach as a memorial to Froebel, an illustration of which is given on this page. A flag floats from the top, and can be seen for many miles. As a child, Froebel felt that the high mountains shut out the broad view of the surrounding country; and the lofty tower was placed on the hilltop to his memory, that the villagers might climb high above their limited surroundings and look out upon the world. Let the children build an observation tower with the blocks.

Any number of copies of both these prints can be had on application to the Kindergarten Literature Co.

THE SURROUNDINGS OF FRIEDRICH FROEBEL
AS A CHILD.

In talking of the Kindergarten to strangers, it is very common to quote the experiences of Froebel as a child, and tell how he was influenced by his surroundings and how his starved early life led him to provide better conditions for other children. There is no need of overstraining this point, however, for the childhood experiences of Froebel were not abnormal in their duration. This lesson, however, may be taken from his efforts to alleviate the unnecessary struggles of other children: viz., that each may sanctify his difficulties to solving the problems which have brought them about.

Froebel, as every Kindergarten knows, was a German boy who lived in a small village with father, brothers, and sisters. The old German house had garden surroundings, hedges, and walks, with a high wall beyond. Far in the distance mountains were to be seen,—mountains which seemed to the children to reach up to the very skies. Directly in front of the house, across the way, stood the tall-steepled church, which the boy Froebel watched building. He watched the workmen, and wished to be a builder. He gathered bits of the stone and wood, and helped in the garden planting and weeding. His father was pastor of the church over the way, and took the boy with him every Sunday.

After the usual vicissitudes of school days, and youthful efforts to be of some particular service, he answered the call for volunteers and went to war. One night, lying in the tent with other soldiers, some of whom were busy brushing up their uniforms and polishing their arms, others telling war stories and singing soldiers' songs, a tall young man came into the tent and sat down by Froebel. They talked about many things, and among others, of little children; and Froebel told him of his plans and wishes.

The tall young man was Middendorf. From that time these two men spent their evenings talking over the ways and means of educating children and keeping them happy

at the same time. They determined to go into this work at the close of the war.

These simple and normal surroundings and experiences can all be turned to good purposes by the cordial teacher.

H. B.

A RHYME OF THE BALLS.

My ball is blue—
A color true,
And like the sky
Above so high.

My ball is yellow,
Like apples mellow;
The shade of flowers
In Summer bowers.

My ball is red,
The color said
To tint the wing
Of birds that sing.

Look! mine is green,
Which is the queen
That paints the trees
And the far-off seas.

Orange have I,
And who'll pass by
The fruit so sweet
When you chance to meet?

Purple comes now;
You know just how
It is the shade
For pansies made.

Blue, yellow, red, green,
Orange, and purple;
With these we may form
A brilliant circle.

—*Rosina A. Kinsman.*

EVERY DAY IN THE WEEK.

SUNDAY.



"Children, what do we do on Sunday that we do on no other day in the week?" "Stay in bed a long time." "Have pancakes for breakfast." "Take a walk with papa." "Wear our best clothes." "Go to Sunday school." We see by these answers that the day is observed in some way in every home; but we will strive to give it a deeper significance,—one that will mean more than mere personal pleasure.

There is always plenty of room in the churches for everyone. "Why do you think we go to church?" "To sing." "To take pennies." "To learn the text." "To pray." "To make us good." Well, we have thought of a great many reasons.

When Jesus was on earth, people, big and little, used to come a long distance to hear him talk, and he always had kind, helpful words for them. You remember what he said about the little children? He wanted everyone to listen to his words, so they would be helped; and after he went to live in heaven, the people still met together to sing and pray, and listen to some one tell them about loving and growing strong to help others.

Why, when the Pilgrims came over they built a church of logs, and said "Thank you" to the Father in heaven for bringing them safely over the ocean; and you remember about the first Thanksgiving after the corn had ripened, how thankful the Pilgrims were then!

Now we have so many churches and such beautiful ones, because we want the very finest things to be in God's house.

Victor tells us about his church, which from his description I would judge to be Catholic. Bessie goes to the colored Sunday school, George to the Lutheran, many attend

the mission, and nearly every church is represented among our children.

"When you go to Sunday school, what is the first thing you do?" "Sing." "Why do you sing?" "'Cause we're happy; that's why we sing in Kindergarten."

"Yes, and that's why we sing in church. Don't you remember that little letter about 'singing in your hearts to the Lord'?"



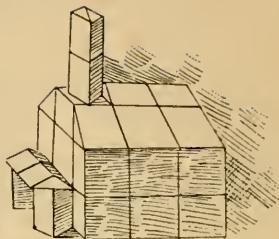
Who can tell us how to fold a little book out of paper? Walton may pass the papers, and we will each fold three, so our singing-books will have leaves in them. Florence may tell us how to make them: "Fold the front edge to the back edge, and crease." When the three are folded, put them together, and sew or paste them in place. "Now, Opal, you may choose the first song." "Good morning to the sunshine bright." Find the first leaf in your books, and I will give everyone a bright circle to paste for the sun. "What color do you think it will be?" "Yellow!" "Fold your hands as soon as you have finished." "Should we say the little song before we sing it?"

"Good morning, merry sunshine,
Pure and warm and bright,
Coming in our play room,
Making hearts so light!
'Tis God who sends you to us,
Helping us to see
How his little children
Can more loving be.
Good morning, glorious sun!"

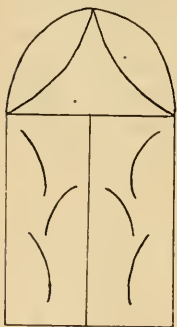
Now Willie may choose the next song; but Willie never says a word; just raises his two hands, and we all know his choice is "Beautiful the little hands." Before we sing, who could draw a picture, in the little book, of two hands? Winnie says she could draw mittens, and Elsie says she could make them, but not very good; so we decide to remember the song on the second page is about the little hands that try to do the things that would please God.

After singing a number of other songs, several of which we illustrate in our books by drawing or pasting, we begin our gift work.

The older children ask for the Fifth Gift with which to build a church. They know the possibilities of that gift to represent a slanting roof and high steeple. You can see by their work that each child is trying to represent his own church.



Neil has two half cubes left over, which he converts into a slide, "so when the children get tired in church they can come out and slide," he tells us. As Neil can hardly sit still five minutes, he has undoubtedly felt the need of that slide many a time.



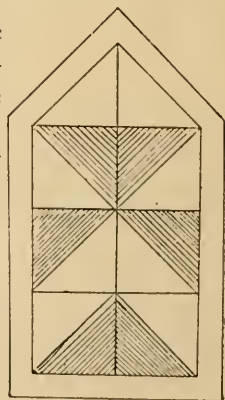
The little children are having a [good lesson in rhythm, playing the balls are "bells in the steeples, calling to church the people. Ding-dong! Come in! Ding-dong! Come in!"

The drawings on the slates, of the interiors of churches, are most interesting. From Victor's altars and crosses to Bessie's stove in the corner, and Leo's hieroglyphics over the window, meant for a text, each shows observation and thought.

All the churches have benches or pews on which to sit, so a dictation lesson in folding is given to make a bench.

When all are finished, the children may each make another, and then we will arrange them in rows with aisles between, as they are in church.

As several children have mentioned the beautiful stained-glass windows, we will try to represent one by using the rings, half rings, sticks, circles, or tablets. This





same design could be reproduced by pasting parquetry paper.

This is a mere suggestion of the work in reference to Sunday, which could be carried out in the Kindergarten on any day in the week, with the hope that when the Sabbath day arrives, an added spirit of trust and love will be felt in the homes and schools of which our children form a part.

Sunday Morning.—What a lovely, bright Spring morning this is, children! It just makes me think of the golden text I have for you today.

The morning sun is shining bright;
How fair and golden is its light!
'Tis God who sent it on its way,
To give us light and warmth today.

That is going to be our new song today, and our text is about the sun, too.

Gracie wants to sing "Suffer the children," and Agnes "Once a little baby lay," and then we try our new song again. I then lead the way to my text and lesson, "Consider the works of God." "Once there was a man who was an artist, and who could make many beautiful things with his paints and brushes; but best of all he liked to make pictures of the wonderful things of God. No matter how hard he tried, he never could make the pictures look as beautiful as God had made them."

"Who can tell me one of the works of God they think the artist liked to paint,—something that helps make today so pleasant and bright?" "The sun?" Yes, that was one thing he liked to paint; but he never could make it look as bright as it does this morning. Gretchen may stand in the sun a few minutes to feel how warm it is, while I show you the picture of it. This picture does not shine, give out heat, and send out little sunbeams; only God's sun can do that. Gertie asks to sing "Good Morning" to the sun, so we all sing it as brightly as we can.

"Who can think of another of God's works?" "The

snow." Who but God could make anything so feathery, pure, and light?

"Here is a picture of snow; who would like to put their finger on it? Is it cold? Walton says, 'We couldn't make snowballs out of that kind of snow,' and Lizzie asks to sing 'Lightly, lightly falls the snow.'"

Wilbur tells us the moon and stars are more of God's work. Neil thinks the artist wouldn't be able to make them twinkle, as they do in the sky.

Put on your thinking caps and tell me another of God's works. "The flowers." Mamie says, "I was just thinking about flowers last night." We all have seen pictures of flowers, but do they smell like God's flowers, and can the little buds ever open out into blossoms?

See how quietly we can stand while we just say "Thank you!" to God for all the beautiful things he has made for his children:

"Father in heaven, we thank thee
For the fruits upon the tree;
For the birds that sing of thee,
For the earth in beauty dressed,
For father, mother, and the rest,
For thy precious, loving care,
And thy goodness everywhere;
Father in heaven, we thank thee."

Now I am going to read you something from God's book, and I want all the little "sharp ears" and "bright eyes" ready. Reading from Genesis the simple parts of the creation, about the works of God—"In the beginning God created the heaven and the earth," etc.

Before we go home we will all say the golden text together: "Consider the works of God." What do you think that means, Walton? "Think about the sun, and the other things God made." Opal, do you think it would do us any good to think about the sun? "If we thought about the sun, we would think about God too." When we were choosing songs to sing, only about the works of God, Opal asked to sing "My handkerchief I brought today," and I said, "Why, Opal, I'm afraid you didn't think; men make

the handkerchiefs, you know." Opal said, "But God made the *good*, and the song says good morning to all." After such reasoning we sang the song.

As the children leave us, each one is presented with a card having a picture of the sun, flowers, and birds, and the text printed underneath, so he can tell mamma or papa all about what the little letter means.—*Mary E. Ely.*



A PROGRAM FROM DENVER.

To give our eastern friends an idea of how Kindergartners in this western country, where mining is such an important industry, help the children to understand how this work is carried on, an outline program is given below. It is supposed that mining is the subject, and the story for the week is a gold mine. In this program the morning songs and the marches are not given, but simply the thoughts for the morning talks and how the gifts, occupations, and games are connected.

Monday.—Morning talk: What gold is, and its uses for money, jewelry, ornaments, spoons, etc. Let the children tell all the further uses of which they can think.

Gift lesson: Use Fourth Gift; build the strong bank in which gold is kept; next the money drawer, then the jewel case.

Games: Carpenter game, building the bank; blacksmith, making iron vaults.

Occupation: Folding and pasting boxes in which gold is kept.

Tuesday.—Morning talk: Where and how gold is found; draw picture on the blackboard of a mountain side, showing the mouth of a tunnel; show the children specimens of ore, and tell how miners finding these on the ground know that

there is gold in the rocks underneath; have the children bring specimens of ores.

Gift lesson: Use Fifth Gift and build a hillside; let parts of the gift represent pieces of ore.

Games: Cobbler, making shoes for the men; squirrel game (many squirrels are among the mountains).

Occupation: Mat weaving, making blankets for the miners.

Wednesday.—Morning talk: How the tunnel is driven into the side of the mountain and how the shaft is sunk. To do it there must be tools, men to dig, wagons, horses, and machinery. On blackboard show a picture of tunnel and shaft.

Gift lesson: Use Fourth Gift to make tunnel, wagon, and a pile of the lumber used in walling up the tunnel.

Games: Let the children choose.

Occupation: Draw picture of the mountain side and the opening of the tunnel.

Thursday.—Morning talk: How the gold is found in the rock, how little cars are used to bring the ore out of the mine, how a track is laid along the tunnel, and the cars are moved along the track; show by drawing on the blackboard what the cars are like.

Gift lesson: Sticks and tablets; make the tracks and the ore cars.

Games: Some of the children represent cars, others shove the cars along the track, and others unload them.

Occupation: Sewing ore car and lumps of ore in it.

Friday.—Morning talk: Story of how the ore is put through the crusher, how it is sifted, and then how with quicksilver the tiny specks of gold are obtained from the crushed rock. Gold adheres to quicksilver, and it will not separate. The crushed ore is carried by means of water over plates on which is a thin coat of quicksilver, and the water carries the crushed rock away. The mixture of gold and quicksilver is then pressed into a ball and put into a crucible, where it is subjected to intense heat.

Gift lesson: Sticks and Second Gift. Let the cylinder

represent the crusher, the ball lumps of ore, and the cube the crucible; put a stick through the cylinder and it can be made to revolve like the crusher.

Games: Blacksmith making crusher; pigeon game—birds in the mountains.

Occupation: Clay; make crusher like cylinder; plates for quicksilver from cube.

The next week the thought would probably be continued by explaining how the miners live and what they use in carrying on their work.

SIXTEEN REASONS WHY CLAY MODELING SHOULD BE ENCOURAGED IN THE PRIMARY GRADES OF THE
PUBLIC SCHOOLS.

1st. Because some form of manual training, some study of things through the making of them, is a necessary adjunct to an intelligent system of education.

2d. Because modeling in clay is that form of manual training best suited to the early years of childhood; being a nonresistant, plastic material, it yields to his slightest touch.

3d. Because clay is a plastic medium; it is the one best adapted to acquaint the child with a knowledge of form, size, and proportion. He cannot increase or diminish size and mass in wood or paper with the same ease and convenience.

4th. Because it is the least expensive material that can be supplied to such a vast army of children as the primary school must provide for, and from which anything like satisfactory results can be obtained.

5th. Because all modeling in clay as it is conducted in the Chicago public schools is done without use of tools, only the fingers and hands being used. It therefore has for its direct aim the training of the intelligence of the child, developing touch, power to grasp and handle, side by side with cultivation of individual observation and perception.

6th. Because it promotes the *self-activity* of the child and throws him upon his own resources of doing and making.

7th. Because form study must be the basis for an intelli-

gent study of geography and mathematics, and form study unaccompanied by making is but partial and unsatisfactory. Since the earth is not a pancake, all study of geography and mathematics that does not include a study of the third dimension is time wasted and imagination perverted; for an appreciation of the third dimension depends on actual knowing through doing and making.

8th. Because nature and philosophy declare the necessity of each individual acquiring an experience of his own, a something which in educational matters can only be acquired through producing or reproducing something independently, each for himself.

9th. Because the child under twelve is not the adult, the reasoning faculties are in abeyance and the sense perceptions, such as touch and sight, are in the ascendancy; and it is through the cultivation of these, by means of handling materials, that his mind is to be awakened to independent thinking and judgment.

10th. Because the tendency to pour in ready-made knowledge, such as is imparted through mere reading and writing, is to make the child a passive receptacle, with an eagerness to accept the opinions of others rather than to formulate ideas of his own.

11th. Because all promotion of a child's activity is a preservation of him as a free, intelligent, conscious being.

12th. Because the mind in children can assimilate only so much of abstract information, he therefore may work hours with such arbitrary symbols as those employed in reading and writing without receiving a new idea or having his individual experience enlarged.

13th. Because excessive dealing with such symbols, unbalanced by hand work, tends to make a child a machine, a parrot-like creature.

14th. Because the development of general intelligence in a child counts for more than any amount of abstract information.

15th. Because reading and writing and arithmetic are not in themselves education; they are the means to an end, not

the end; and because of the cultivation of the taste through a study of form and development of the imagination is a necessity to right choice of what to read or write.

16th. Because of the prominence of nervous diseases in children, which physicians claim is the result of automatic brain action insufficiently vitalized by physical activity.

A KINDERGARTEN CALENDAR.

Each new day brings some new experience into the lives of children and Kindergarten; and as we hail each day, we would note its place in the week and the month. To impress the knowledge thus gained, we make a calendar.

We have been using the 10x10 manilla mounting sheets, which we have blocked off into as many squares as there are days in the month, leaving a space for an appropriate quotation for the month, or for any holiday or the birthday of any noted person that may occur during the month.

The children mark each day by pasting a white circle on for Sunday, a colored circle for each of the next five days, and a half circle for Saturday.

Each holiday or noted person's birthday is marked with either a picture of that person or some appropriate emblem for the day; e. g., the 12th and 21st of last October were marked with the national colors; but since the late issue of stamps, we have placed a two-cent stamp on the former date also. A child contributed the stamp.

The day before the late presidential election we agreed to mark Election Day with the picture of the president-elect. On Wednesday morning one of the children brought the right picture and mounted it on the calendar. March 4 will be noted by a picture of the White House.

Thanksgiving Day was noted by a picture of a child in an attitude of prayer.

Two weeks before Christmas a little girl brought a star which she had cut out of a newspaper, to mark Christmas Day. We covered it with gold paper and used it.

Last fall the same child brought a picture of Franklin flying the kite during the thunderstorm. She said as she

gave it to me: "Here is the man who made lightning rods; he's flying his kite." The picture was shown in the ring, and all who could remember anything about Franklin told what they knew. I supplemented the talk. When asked what we should do with the picture, they answered: "Paste it on the calendar for Franklin's birthday." We marked January 17, 1893, with the picture. Washington's birthday will be marked with his picture and a small flag with thirteen stars; St. Valentine's Day with a dove carrying a valentine. We use the six colors in April, and mark the day that brought the children's friend into the world, with his picture; and the day his spirit took its flight into the beyond, to dwell evermore with his heavenly Father, we note by a picture of the Second Gift, arranged as a monument. Frau Froebel's birthday is also recognized.

Good Friday will be marked with a cross, and Easter Sunday with a lily.

A tree picture will adorn Arbor Day.

Decoration Day will be marked with a picture of a monument draped with a flag with the latest number of stars.

The Fourth of July will be designated by a picture of our country's flag waving in the breeze.—*Fane A. Schermerhorn, White Plains, N. Y.*

ANSWERS TO QUESTIONS IN FEBRUARY MAGAZINE.

(More will appear next month.)

1. The special gain to a child in moral development by attendance upon a good Kindergarten is the metamorphosis of egoism into altruism, the checking of the selfish sentiments, and the developing of the benevolent ones; the changing of the point of view from self to not-self; in other words, the abrogation of selfishness, the root of all evil.

2. The training develops a love of truth, as the child sees everything as a fact and as a relative part of a whole. This awakens conscience, or the idea of truth, which is the mental recognition of a fact. He observes the working of law in all things.

3. Yes. The child, by observation, conversation, and

play, enters into the lives of animate and inanimate objects, through sympathy and imagination, and learns to put himself in their place. Kindergarten children cannot bear to see a flower torn apart for analysis, their sympathy and imagination are so keenly alive.

4. The influence of the Kindergarten upon the happiness of the child cannot be overestimated. The child's happiness is gained through the free expression of the inner self in unconscious freedom, amidst cheerful companions, music, flowers, and birds, and under the protecting care of the Kindergarten mother, which relieves them of fear and responsibility.

5. The Kindergarten aims to train all the senses and faculties of the mind by supplying proper material for its natural activities; the eye, principally through color and form, the hands by constant exercise in carrying out the ideas gained by the use of gifts, occupations, and gesture, the voice by conversation and music,—the expression of emotion through harmonious sounds.

6. The Kindergarten child sees more and lives more than is possible to children without Kindergarten training. Every object about him is endowed with life and occupies a legitimate place in the order of things. He knows nothing of dead matter; everything is living,—the clouds in the sky, the leaf upon the tree, the pebble at his feet.

7. The Kindergarten should be made a part of the public school system, because it is the duty of the state to educate its youth for good citizenship. The years from four to seven are the most active of a child's life, when he is most impressionable,—“wax to receive, iron to retain,”—and should be used for the purpose of establishing the child's habits, mentally, morally, and physically.

8. The children of the Kindergarten are not made less amenable to proper control or government. The whole essence of the Kindergarten is self-control, or government from within. When the free child of the Kindergarten is shackled by the rules and formalities of the primary school, in some cases the enlightened mind or the active body re-

bels. The disobedience is generally an unconscious act.

9. The objections to the Kindergarten—where they exist—are in most cases the result of entire ignorance of the subject, or the lack of the proper mental power to grasp the subtle Froebelian philosophy. Much prejudice is caused by incompetent teachers, but more is due to the lack of sympathetic and philosophic insight in Kindergartners, superintendents, and people in general.

10. I do not believe that children should be sent any earlier than the present school age in this state—six years—to ordinary public schools. The primary school is too confining and repressive. I should prefer in most cases to have the children at liberty if they were not in a Kindergarten.

11. It is not safe to let children roam the streets in large cities until they are six years of age. They are constantly surrounded by artificial and vicious conditions. In villages they can learn more from nature than from the teacher in the schoolroom at that period. The establishment of public Kindergartens should be considered as a governmental as well as an educational question.

12. The influence of a well-conducted Kindergarten by a natural Kindergarten cannot be estimated. It is a little microcosm, and the center of social, educational, and artistic thought for the community.—*Mary E. Law.*

MORE ANSWERS TO FEBRUARY QUESTIONS.

Inclosed find list of answers to questions in February number of KINDERGARTEN MAGAZINE. Each question really requires an essay to answer it fully. The great virtue of the Kindergarten system of education is the fact that it establishes *harmony* in God's universe; and it does it by using God's laws and forces in developing God-given powers. It is based upon the laws of cause and effect. Law is universal and it is universally beneficent; and so long as we recognize these truths and operate in harmony with them, all is well; but if we attempt to act against them, then nature rebels.

1. The Kindergarten system of education develops the child normally. It causes harmony to exist between the subjective and the objective, between the *I* and the *not I*. This is morality in the highest and truest sense.

2. What a person does will be the natural expression of his subjective condition. If the subjective condition be normal, or in harmony with the objective, it must necessarily be in accord with *truth*, and thus express itself. Kindergarten training develops this harmonious condition.

3. Man is a part of nature, akin to all other parts. The Kindergarten system necessarily brings out and establishes the truth of that kinship; the natural effect being to develop a subjective condition that expresses itself in acts of love and kindness.

4. Happiness is the resultant growing out of harmony between the subjective and the objective. The Kindergarten, generating this harmony, necessarily brings the resultant, happiness.

5. The greatest factor in education is true, accurate perception. This is developed by going to nature and studying it through its own channels. The hand and vocal organs will do just what the brain allows. The Kindergarten develops the intellect normally, and that carries the rest.

6. He does. The virtue of the Kindergarten is in the fact that it uses nature and natural forces to bring out and develop the natural, inherent powers of the child.

7. Yes. Because it is the system which, by its practices, brings out and establishes the inherent powers of man on the *true* line of growth or development. True education is simply the development of inherent powers; making actual what was potential.

8. No. On the contrary, being more in harmony with the true nature of things, their subjective is more easily adjusted to the objective.

9. Yes. One great fault with Kindergarten teachers is, that they do not have a *comprehensive* understanding of *cause* and *effect*. They get a surface knowledge of the

principles, but do not grasp their true practical application.

10. This depends on circumstances. If home influences are what they should be, eight is early enough; but if home influences are bad, the schoolroom may be the better place even at four or five.

11. *No*. The street is one of the schools which turn out criminals. Street influence is always bad. "As the twig is bent, the tree's inclined."

12. Anything which generates harmony between the subjective man and the God-made objective universe must necessarily be beneficent. A well-conducted Kindergarten does this and does no otherwise.—*C. G. C.*

DRAMATIZING THE SUNBEAMS.

(Sung to the tune of "The Fishes," in "Kindergarten Chimes.")

All the children except six, who are chosen for sunbeams, sit in a ring on the floor.

The sunbeams stand on six chairs, placed in a ring in the center of the Kindergarten circle, with their hands clasped over their heads, while the Kindergarten sings (adapted from the KINDERGARTEN MAGAZINE, December, 1888, page 233):

We are little sunbeams,
The dearest ever seen;
Sometimes we're dressed in bright red,
Sometimes in soft, cool green;
Sometimes we choose the orange,
Sometimes the purple hue;
Then we come in yellow dress,
Again in one of blue.

The sunbeams step down from the chairs and skip around the ring, peeping into each child's face, as the following words are sung:

All we little sunbeams
Are going down below
To warm the big, wide, round earth,
And help good things to grow.
We look in all the faces,
And when sweet looks we see,
Oh, then we little sunbeams
Are glad as glad can be!

The tune is then repeated to "tra, la, la," while all the children skip around with the sunbeams.

A SONG AND GAME FOR SAILORS.

(Sung to the tune of "Lightly Row," page 43 in "Song and Games for Little Ones.")

See our sail, see our sail
As it spreads before the gale!
On we go, on we go
Toward the west, ho, ho!
Like Columbus we would be;
Sailor brave and true was he.
On we go, on we go
Toward the west, ho, ho!
Wind and wave, wind and wave
Are the friends of sailors brave;
They bring joy, they bring joy
To the sailor boy.
Our ship plows through the deep blue sea
As on we go so steadily;
Hurrah! 'tis fun. Hurrah! 'tis fun.
Now our journey's done.

—Amanda Turner.

DON'T.—SOME SIMPLE WARNINGS TO YOUNG KINDERGARTNERS.

1. Don't reach your Kindergarten late. Fifteen minutes of preparation before the children come will make the whole day run smoothly.

2. Don't have too long a recess: ten minutes is ample. Longer than this over-excites the children, makes them heated and irritable, and dissipates all the sweet harmony gained in the morning hour.

3. Don't have untidy children. It is far better to scrub their faces and hands yourself, than to have their condition an offense to the eye. True, you are not nursemaids; but the woman who is too good to wash a child's face is far too good for Kindergarten work.

4. Don't envelop the Kindergarten with your own personality,—doing all the talking, all the singing, and all the governing. Remember that your domain is a republic, where all have equal rights, and that the child cannot learn to govern himself unless he has opportunities for practice.

5. Don't teach in a disjointed, helter-skelter fashion. Let some central idea run through all you do. If your work has no unity, it must fail of effect on the mental and moral faculties of the child.

6. Don't give out the materials for the occupations as if you were hastily victualing an army. If the children are not to help you and you are too hurried to do the work properly yourself, better sit still and not attempt it at all.

7. Don't be content with broken threads, torn cards, and lost needles in your sewing; with crumpled mats and missing strips in your weaving; with smudges and smears and incorrect spacing in your drawing. The children cannot achieve perfection; but their work *must* be neat and clean, or it is absolutely valueless.

8. Don't talk about the children in their presence, or tell your visitors how naughty and how charming Jack and Kitty are, when these fine-eared young persons are hearing and noting every word you say. And don't explain the family circumstances of the children in an audible voice. Jack will become puffed up with pride if he hears you constantly explaining that his father is the mayor, and Kitty will be correspondingly degraded if everyone knows her mother is a ne'er-do-well.

9. Don't have an untidy Kindergarten. If you cannot afford a janitor, take care of the room yourself. You may think washing windows a servile and a menial employment; but rather than see them opaque with dust, smeared with wet fingers, and specked by flies, it would be better to wash all the glass in the Crystal Palace.

10. Don't have a pet among the children, even though it be but a baby of two years. The extra liberty you give will soon be turned into lawlessness, and the child if noticed too much will become conscious, spoiled, and vain.

11. Don't forget the height of the children in the decoration of the room and the hanging of the pictures. How would you like constantly to bend back your head at an angle of forty-five degrees when gazing at works of art?

12. Don't hang a picture the size of a postage stamp in

the middle of a wall fifty feet long, nor scatter a collection of "old masters" all over one side of a room at different heights, making it look as if it had broken out with the measles.

13. Don't send untidy work to the home. If the baby fingers have soiled the card, let the baby fingers do it over again.

14. Don't let the children sing too loud, nor play too loud yourself. Give a prelude and a postlude to every song; the former is needed that the children may begin at the right moment and together, and the latter that the musical impression may be completed.

15. Don't have the games a puppet-show, with the same children always doing the same set things in the same set way. Bend your whole energies toward securing plays which shall be free, yet guided.

16. Don't have a noisy Kindergarten. A quiet room and quiet children may not be the most important things in Kindergarten work, but unfortunately they are the things which make all others possible.

17. Don't, on the contrary, continually hush the children and tell them they must not talk. If they are never to speak except in answer to a set question, how are you to cultivate their powers of expression?

18. Don't keep the children too long on the circle at one time. If games and songs are too long-continued, the children grow first tired, then restless, then begin to gossip and quarrel with each other, and soon the play time will be associated in their minds with unpleasant impressions of noise, confusion, and scolding.

19. Don't prolong the plays an instant if you see the children's attention beginning to wander. If nine-tenths of them are not interested then something is amiss with you, with them, or with the game, and the exercise should be discontinued; for not only is it doing no good, but probably has already begun to do positive harm.

20. If you have an afternoon school hour, don't give it up entirely to ring exercises, to songs, games, stories, and

marching. The children are always on the circle, at least a half hour for morning singing, and another half hour for games. To add to this an hour every afternoon is ruinous, for here familiarity will inevitably breed contempt. A quiet occupation in the seats is quite as pleasant to the children and not as exhausting to the teacher.

21. Don't confine all your thoughts, energies, studies, and enjoyments to one channel, even though that be the Kindergarten. There is no branch of self-cultivation which will not bear upon your work; and though this may seem a paradox, the more universal your sympathies, the stronger will they grow in the special direction of your life occupation.

22. If you are successful in any department of Kindergarten work, don't be afraid of sharing your success. If you can make the games a time of joy and harmony, study the reasons for this, and impart the secret to a discouraged neighbor. If you have thought out a new way of dealing with the occupations, tell some one about it. Never fear that your bounty will exhaust itself. Whatever you give will be returned to you again, and more will be added unto it, for the measure of our having is that of our giving.—
Nora A. Smith, San Francisco.

HOW WE UNVEILED THE FROEBEL BUST.

One of the prettiest and most artistic entertainments ever given in our Kindergarten was the occasion of the unveiling of Froebel's bust.

We had purchased one of the life-size busts of Froebel for the Kindergarten, and in order to throw around it a halo of reverence and love, we concluded to have a formal unveiling of the same.

The bust was seen by the children several days before the public event, so as to accustom them to the sight and that they might intelligently perform their parts.

The afternoon of Froebel's birthday was all that an April day can be, when sunshine, balmy air, and flowers combine to celebrate the day.

The bust was placed upon a low table and draped in white, filmy cheese cloth. A little platform was erected in front, of chairs and boxes, to enable the little ones—a boy and girl of six—to easily reach the covering of the bust.

Froebel's head was crowned with an ivy wreath, and each little child had a beautiful bunch of flowers to lay at the shrine. I remember one little boy carried an immense calla lily, which he placed first upon the shrine.

The children ranged themselves in a semicircle before the bust; the little boy and girl gently parted the veil which fell in soft folds about the pedestal; the children reverently, one by one, placed their flowers in a garland about it. They had received no instruction as to how this was to be done, but instinctively knew the right way.

A Froebel song was then sung, when the children formed a circle and played many of the Spring songs and bird games, for the pleasure of the friends present.—*M. E. L.*

THE EASTER LILY.

Once upon a time a family of Lily Bulbs lived together in the corner of a greenhouse. Above them, on a shelf by the window, stood a tall rose tree so beautiful that everyone felt happier for having looked at its blossoms of glistening pink. The sunbeams came "in a shining crest" to visit the plant and wander among its soft green leaves, or to rest awhile on its lovely flowers.

One little Lily Bulb down in the dark corner never tired of watching the rose, that seemed to her to grow more beautiful each day. In her rough dress of brown she lay quite still and waited, longing to be beautiful too.

She wished so much that the sunbeams would visit her in her quiet corner. Every day she thought of questions she knew they could answer. "They would surely know," she said, "why I must lie here and wait; for every night when their work is finished down here, the great golden sun calls them home to him, and on their way they must meet such a number of people that could tell them, even if they did not know themselves." But the sunbeams never

came, and Lily sighed and waited for some one else to tell her what she most wanted to know.

Once a soft breeze floated in at the window, and she held her breath and listened while it told its story in a whisper to the rose. "Dear rose," she heard it say, "I never visit you that you do not send me on my way so full of sweetness that I carry happiness wherever I go. Do you give the same to all?" "Yes," replied the rose, "that is why I am sweet and beautiful. The more I give of my sweetness the more I have to give. Some day I shall go from here and have much more to do in the great world outside." The rose plant told the truth, for next day a dear mother came to the greenhouse and took it away for her little child's birthday.

Weeks went by, and still the Lily Bulb lay patiently waiting for the change she felt would come. Softly she whispered to herself the words she had heard: "The more I give of my sweetness the more I shall have to give."

A day came when the greenhouse was full of busy men. Suddenly Lily was lifted tenderly and placed on a soft bed of earth, in a little brown house quite by herself. The change was so delightful, and Lily would have enjoyed lying there for days and looking at the many new things about, but she grew so sleepy! "I wonder if it is a part of my work to fall fast asleep," she said. Lily thought that the sunbeams came to visit her, and that she heard them tell of a time when they would awaken her; did she really hear this or was it a dream? for Lily Bulb was fast asleep.

One by one the flowers in the greenhouse garden said good-by to the birds, and dropped to sleep also. Robins and bluebirds had made ready for their long journey South, and were flying about among the trees, and bidding the squirrels farewell until Spring. The sun had a great way of hurrying to bed early these days, and Jack Frost came almost as soon as he had gone. Master Jack had his hands more than full of work to do on early Fall evenings. He unlocked the doors of the chestnut burrs so that the little brown nuts could jump easily to the ground and begin to

do their work. The squirrels thanked Jack Frost as they heaped up their piles of nuts for the Winter days that were to come.

One night the clouds sent millions of feathery snowflakes through the air, down, down to the ground, and there they spread such a mantle of soft snow over the earth that the flowers smiled in their Winter's sleep and breathed a "Thank you," for the warm white blanket that lay for many weeks over the "great brown house" where the flowers slept and dreamed of the Spring that was to come.

Under the eaves of the greenhouse roof long icicles hung, and the sunbeams came down now to smile on them and clothe them in all the beautiful colors of the rainbow.

One day Mr. March Wind flew by, and told in his loud voice that Spring would soon be here. And out in the meadows the snowdrops hung their heads and watched for the baby grasses that they might be the first to welcome them.

Then Miss Lily Bulb rubbed her eyes and stretched her little body so hard that *snap!* went the little brown dress from top to toe. "I must have some light and see what can be done," said Lily. So she pushed open the doors of her brown house, and there were the sunbeams to wish her "Good day." But where was Lily's rough dress? It had gone, and in its place was a lovely green one. Lily Bulb felt *so* happy! "Now I know what my work is to be," said she softly to herself; "I am to grow better and sweeter each day, and make everyone about me happy." Day after day she grew higher and higher, and the dress of green was changed into one of glistening white.

"My beautiful Easter Lily!" said the gardener, as he smiled into her shining face. "Oh," said she, "I am not proud, but so full of joy that I can fill all the air with perfume, and that the faces that gaze at me grow sweeter, and the look of a little child comes back to their eyes!"

Next day Easter Lily was taken, with a great number of other lovely flowers, to a beautiful church. Soft music sounded from the organ, and many little children's voices

rang out in song. Easter Lily trembled with joy and love, and her glistening blossoms sent out a perfume as sweet as the children's voices, and mingling together they floated up, up, and into the clear sky—one wave of precious melody that said:

“For Christ has risen, the angels say,
This holy, holy Easter day.”

IN RAINBOW KINGDOM (A COLOR GAME).

Here is a story in rhyme, to be used with the First Gift, and also dramatized with simple and pretty effect. First tell the story in prose, that it may be thoroughly understood; then (another day) repeat it in rhyme, while the children play it in pantomime. As soon as a child learns the Queen's Address she is chosen queen, or repeats the story while others play. This story was suggested by the pleasure experienced by the “color fairies” dancing about the room when a glass prism was hung in a sunny window:

The Fairy Queen of the Rainbow Bower
Looked, on her throne, like a beautiful flower;
She carefully gazed on the world below,
Then waved her wand to and fro.
This was a sign for her fairies bright,
Who quickly came, from left and right,
In the loveliest colors ever were seen,
And kneeled at the feet of the Fairy Queen.

Queen's Address.

“My children dear, while it rains today
We will make the world more bright and gay;
The Sun very soon from his cloud will peep,
To find his helpers, awake or asleep.
We must be ready, when he bids us ‘Go,’
To form ourselves into a beautiful bow;
Gather around this bower so gay,
And when I wave, all hasten away.”

—E. G. O.

MUCH so-called “busy work,” where pupils of the “A class” are allowed to stick a thousand pegs in a thousand holes while the “B class” is reciting arithmetic, is quite fruitless, because it has so little thought behind it.—*Kate Douglas Wiggin.*

PRIZE SONGS.

A large number of songs have come in response to the prize offer for the best words to be adapted to children's music. These are now in the hands of the music editor and composers. The offer is open until April 31, when the decision will be made. The words and music of this song will appear in the June number of the KINDERGARTEN MAGAZINE; also the announcements of the new World's Fair Song Book.

PRACTICAL ANNOUNCEMENTS.

THE interior decorations for the Children's Building are well under way, and the subscription fund to cover the expense of same is growing. Kindergartners who cannot give largely themselves are securing subscriptions from outside interested parties. Parents have given generously in the name of their little children, and schools have in several cities responded to the opportunity of having a hand in this most unique building. A full account of the decorations and special panels will be given in our May number, and meanwhile we would call the attention of all our readers to the descriptions of the work already given in the February and March numbers of the KINDERGARTEN MAGAZINE, and urge them to take an active interest in the completion of the work. Circulars and full information will be gladly given by any member of the decoration committee.

THE April *Child-Garden* appears in white covers with lily design, and is full of Easter thought. Many Kindergartners have ordered them as Easter gifts. We will send fifteen copies of the April number to one address for \$1.

We republish the Froebel Birth Carol by special request.

MOTHERS' DEPARTMENT.

A MOTHER'S REVISION OF TWO FAVORITE SONGS.

To the Editors of KINDERGARTEN MAGAZINE:—I send modified versions of two well-known Kindergarten songs,—Rimechi's "Christmas at the Door," and "Rock-a-bye Baby on the Tree-top." The rhymes are not above criticism, but the sentiment is. The first gives what I have noticed many times in my own family of little children,—the happy anticipation of father's home-coming at night. To them there is a poetic halo about the homely evening train laden with fathers. It seems to give them great pleasure to express it in singing. In Summer they always go down toward the station to meet him, and in Winter sing their Kindergarten songs in the parlor and dance to while away the tedious half hour that precedes the coming of the train. This makes a pleasant ending of their day, and insures that the only short half-hour that father has with them all day shall be undisturbed by troubles that have lapped over from the afternoon.

I. "FATHER IS COMING."

Kling, ling, ling, ling,
Kling, ling, ling, kling-bell, kling, ling!

Winter winds are blowing;
Cold the night, and snowing.
Children run to greet him,
Happy hearts to bring him.
Ring, kling, ling, ling,
Kling, ling, ling-bell, kling, ling!

In each cheerful dwelling
Hearts with joy are swelling;
The trains are homeward bringing
The fathers to their children.
Ring, kling, ling, ling,
Kling, ling, ling-bell, kling, ling!

The second they preferred to the ordinary "Rock-a-bye Baby" song, because they did not like the idea of the baby having a fall.

II.

Rock-a-bye baby-birds on the tree top,
When the wind blows your cradle will rock;
When the sun sets the papa bird sings,
While mamma bird tucks them safe under her wings.

Trusting they may be a suggestion to some other mother,
— *A. A. G., La Grange, Ill.*

HOW CHILDREN LOSE CONFIDENCE.

"I have come to make a terrible confession. My boy has lost his confidence in his mother, I have tried to win him and hold him, but he shrinks from me, and doubts my word when I say, 'I am going away for just a little while.'" The lady who spoke the above words was one of those sincere, over-anxious, conscientious mothers, who in their effort to do all for the child, strain themselves into an unnatural condition. If we look around us we find many little children with the same doubt and skepticism of their elders. Whence is this?

The child is naturally confident, and trusts them. Its heart is open as a book, and its whole being is fixed in faith; so long as this confidence is unviolated, it manifests harmony and beauty like a flower. Then comes a day of much work, many engagements of every moment, absorbed in which the good mother, or perhaps an older sister, presumes too much upon this trust and confidence. The trust and faith of some little one is rudely startled. It may be that discipline is administered without apparent law or logic, and without its inseparable complement, love. Repeatedly startled, this implicit confidence turns to an uncertain feeling, a feeling of insecurity; gradually, into alertness and wariness.

We have one child in mind, who, though a blow has never been dealt him, dodges his head and slinks off even when approached in friendliness. He has been loved and

petted, then suddenly silenced and sent to bed at the caprice of his well-meaning but arbitrary mamma.

(How few mammas, however unpretentious, can resist the temptation of governorship in this dominion!)

Here is a child that looks up at us with wistful eyes which say, "I would like to love you," yet as we approach she shrinks back. She is afraid to trust her best promptings; she has lost her confidence somewhere, and is trying to find it. Here is another,—a boy,—who accepts our attentions, but there is a furtive look which says, "It looks all right, but there is no knowing." Another is tantalizing, changeable; now affectionate, again so distant that he seems to be standing apart and judging of the doubtful state of affairs.

Everyone can instance just such cases, for they are only too common. The mother of such a child is quite likely to say: "It is such a peculiar child," or "It is hard to tell you just how to handle him." And this is the problem. How reconcile the breach so unconsciously made; how turn back the child nature into its accustomed channel of confidence, where, if undisturbed, it streams on in one steady current of affection. Who is not grieved to find a child turn away from his proffered favor? As Hawthorne has said in his "Scarlet Letter," "There is nothing sweeter than these marks of childish preference, accorded spontaneously by a spiritual instinct; for they seem to imply that there is something in us truly worthy to be loved." Who has not resorted to all manner of allurements—yea, bribes—in order to secure such sweet preference?

RAINY DAYS.—SUGGESTIONS FOR HOME OCCUPATIONS.

"What can I do?" "Play." "There isn't anything to play with!" "Why, my child, where are all your Christmas presents, your Noah's ark, engine, blocks, dishes, and dolls? You have so many you don't know where to keep them." "But I'm tired of those; I want to do something."

Perhaps, mother, that is the trouble: too many things and nothing to do! The resources of a nursery full of toys

are quickly exhausted. The "resources" must be in the child. If the magnet and toy animals had been put quite out of sight for two months, they could now furnish an hour's delight, with a large pan of warm water on the center of the table, which has been covered with a temporary oilcloth; especially if Morning Glory, Bonnie Belle, and Rosy should come with their three mistresses—rather two mistresses and one master, for Bonnie Belle is the property of a robust boy, who carries her head downward when he forgets her in his haste to prepare for the animals. With the dolls to watch, direct, and take part in the performance, the animals become for the time real, the ducks, geese, and fish talk, and perform many wonders under the inspiration of the hour, and Barnum's prodigies are outdone. The seals, otter, and fish in Lincoln Park are nothing to these, and the tiny tin boats carry precious loads from port to port on the edge of the pan, where wait in state Morning Glory, Bonnie Belle, and Rosy. It is not that aimless sailing which loses its charm in five minutes. Even sailing chips on a pan of water, with loads of freight and trading-masters, and ports to be reached, will give delight for hours. Children need a definite purpose in their play.

"My children will not play that way." They will if you set the example, and then, if necessary, become quite unconscious of what is transpiring, except as you can give a hint to further the play. Noah's ark, the engines, the blocks, are equally valuable when again brought to light, provided you have the wit to set them to work. Noah, standing at the head of a procession, soon ceases to be interesting; but Noah and his sons, building pens for the animals out of toothpicks, making the dove's nest, teaching the animals the use of their land legs again,—“after they have been sailing so long on the water, you see, they can't walk steady,”—or teaching the camel to carry Noah's wife again on his back, become intensely interesting.

It matters not so much what they have to play with, as how they play with it. The fun in this play lies largely in

exercising their superior ingenuity to get *work* out of the dumb materials around them. They glory in each new feat accomplished by Rosy or Jumbo, far more than in a neatly sewed seam or well-learned lesson. In fact, we have not discovered especial fondness in our little children for genuine work, pure and simple, without a spice of play thrown in. To be sure they feel morally strong when their task is accomplished; but it is their mother who has to feel morally strong while it is being accomplished. But we do not mean to undervalue work. It has its necessary place in the development of even the little child, and there comes a time when work should be loved for its own sake, without the "spice of play."

Just here we wish to give suggestions for occupation, be it work or play, to make the long hours of a rainy day seem short to the little ones. Such work as they can do, and the mother has patience to help them do, is very desirable. Some time taken from the mother's work, in which she will read, or narrate in most vivid manner a poem or fragment of history, or incident or story of nature, will be a rest from play or work, and break up the monotony of the day.

Among the simple occupations for little children is the stringing of spools of various sizes on a tape-needle with cord attached; this may take the place of Kindergarten beads. The button box follows, then a box of mixed glass beads. Classifying and sorting is a natural and fascinating work for very little children, and the fingers, eyes, and brain are kept busy picking out from a bottle all the light pebbles into one pile and the dark ones in another, or sorting seeds of a kind into different saucers, or sorting buttons, spools of thread, pretty pieces of silk, or other goods, or colored wools, or putting pictures of different kinds into different envelopes. To prepare for this work mothers need to have the rainy days in mind before they come, and keep an assortment of bags and boxes into which can be dropped the stray articles that may be of use on such days.

Then there are soap bubbles, Newton's sunny-day playthings, which keep best on an old woolen shawl; and we

find bubbles, too, are more interesting when Rosy blows some. We have noticed that rivalry between the dolls does not lead to bickering as much as rivalry between the children, when it is "I" and "mine." The sting of being beaten is lessened when it is Rosy's bubble that lasts longer than my Bonnie Belle's.

A pan filled with moist sand, if you have no sand-tray, can stand in the center of the room on a sweeping cloth, and furnish employment for a whole morning.

To change from this, but to similar work, clay, dough, or putty can be used. In the asylum for the blind at Louisville, Ky., the children use warm beeswax for modeling.

One rainy Spring day can be spent in looking over the seeds which the children saved in the Fall, and planting a few of each kind in a box of earth, "to see if they will grow."

Children love to work with paper, and besides the Kindergarten cutting and folding they can make impromptu shawls, napkins, tablecloths, bedding, caps,—and be George Washingtons,—or paper flowers for the sand-tray. The simplest materials, transformed by the child's imagination, make a fairyland, and in the end are the best. Do not Kindergartners fall into the error sometimes of giving too few gift lessons with Froebel's simple gifts, about which the children can weave so many ideal plays and exercise so much imagination, and substituting, for work with the plain little blocks, the more elaborate occupations, which look very pretty, but in which the nobler development of mind sought for by Froebel is lost from sight?

A girl of eight will get far more enjoyment out of paper dolls which she has made, than from the most elaborate ready-made paper dolls from the bookstore. At first, copy the face from some simple outline picture, and then leave her to cut it out and make the dresses. She will soon make the faces too, and will make paper furniture for the dolls, and fit up an ingenious house from a pasteboard box, with windows, doors, rugs, furniture, pictures on the walls, etc.

Children enjoy making a school for their dolls, making

miniature text-books, such as Readers, and Mother Goose Melodies, illustrated with rude pencil drawings. "Morning Glory likes to play now." Her piano is a block of wood picked up in the street, which bears some resemblance in form to an upright, and on which have been pencil-marked keys, and she has an equally original music book; "and she can sing like Auntie, only she always *will* sing it wrong going down." "It" is the scale. Then, too, dolls love picnics—"pica-nics"—and boat rides in paper shoe boxes, and electric-car rides, and singing classes, Sunday schools, circuses, and processions. They like to carry homemade parasols and fans, if you will only suggest it.

There is much interesting work in arranging to play store with bottles, pebbles, paper money, and all the variety of a country store. If mother is near by, it can be made a jolly lesson in trading, with its seaports, inland cities, productions of home and foreign countries, lines of commerce, and methods of transportation.

Picture newspapers can be saved for a rainy day. Then the children can make large envelopes, in which to inclose all cut out, which upon some future day can be sorted and mounted in scrapbooks by older children, saving the very best for a picture portfolio. As taste grows, from this portfolio may be sorted those really worth preserving for a permanent collection.

An older child may make for a younger a picture puzzle, by mounting a picture on cardboard, then cutting the cardboard in sections for the younger to adjust, till he remakes the picture.

Pictures of noted persons can be mounted in a blank book, with room under each for the child to write in name, date, and place of birth, or bits of biography gleaned from encyclopædia or newspaper. This makes a good Christmas gift to papa, and may represent many a rainy day's work. Other scrapbooks will be planned, equally interesting, of scenes, of animals, and the like.

A collection of stamps or coins is improved by writing in some facts connected with them as they are gathered.

A boy of seven (and the girl as well) can make a cabinet from a wooden soap box, with two shelves, covered with wall paper or painted, with a chintz curtain run on a wire to cover the front. This can be the receptacle of his "curiosities." It is well to have a cabinet to relieve his pockets of their treasures. It is a good rainy day's work to assort, label, and catalogue his collection. As he grows, his cabinet becomes of more value as a collection of specimens, though its *real* value lies in the boy, not in the specimens.

Whittling with a purpose, as well as with a jack-knife, is excellent training, not to make shavings, but to make a tiny wooden saw, hammer, ax, boat, or chair for the dolls, a set of jackstraws, an Indian bow and arrow, a top, paper knife, or more elaborate carving. But few can have the benefit of *sloyd*, but boys and girls alike can learn to handle a knife, and make something when they need something made. We have too few Robinson Crusoes among our children today, when toy hoes and tops can be bought at the corner grocery for a cent. "Can I go and buy a penny spade to dig in my sand?" "Yes," is an easier answer than—"Get my knife and that smooth pine stick you laid away, and I will help you make a spade." What pleasure and power was born in the child who made a lance for a younger child to take to Kindergarten, to use in the game of "The knights and the good child"!

Drawing and coloring are not to be forgotten. There are flower catalogues for the three-year-old to color with pencils or water colors, outline drawing books for older children, or the picture scrapbooks and paper dolls to be improved by painting. Then there is drawing from nature, —a teacup, a leaf, a vase, a box, or any simple object, which is a change from the mechanical drawing of the public schools; outlining on paper leaves from the plant window; smoking a glass, laying on the smoke a leaf, then transferring the impression from the smoked leaf to a sheet of white paper, which makes a delicate tracery; and coloring blown eggs ready for Easter.

For a change of work, children like to knit lines, crochet strings, knit on spools, braid rag mats for the doll's house, embroider doylies, feather stitch dolls' dresses, sew feathers borrowed from a pillow, to the edge of a doll's cloak. Almost any kind of work which a child can do, even though it is crude, which accomplishes something that he can see, may be turned into a good rainy day's amusement, and save the fretting, quarreling, and noise which is often the only outlet for the activity of a household of children shut off from their usual sports.

Mothers say, "This takes time, which I cannot afford to give." Oh, if you would but believe—this saves time! The recipe, in brief, is this:

1. A little *forethought* in saving materials.
2. A little *ingenuity* in setting the children to find out what they can get out of the given materials.
3. A little *assistance*, to see that work begun is on some day finished, so they can see their labor was not for naught.
4. A good deal of *letting them alone*, though not *leaving* them alone, while they work.

Mix thoroughly with loving sympathy for their childish plays, *leaving out* all reproof or derision because their plays are childlike.

SUSAN P. CLEMENT.

Racine, Wis.

FIELD NOTES.

KINDERGARTEN WORK IN GALATIA.—Perhaps nowhere are the children as much neglected as in the country where Christ said "Suffer the little children to come unto me." It was therefore not an easy task to interest our people about Kindergarten work. This fact makes the present interest manifested more significant. The work is started by our Young People's Society of Christian Endeavor, who desire to do some missionary work. This is the first Christian Endeavor Society organized in Turkey, and this is their first missionary attempt. Their church home is in the Evangelical Church at Yozgat, which is a city of thirty thousand inhabitants, and only fifteen miles southeast of Tavium, the capital of the ancient Galatia. It is now identified with a small village. One of their number, a lady of intelligence and piety, offered her services. She was sent to Miss Bartlett's training school at Smyrna, where she not only received the best training for this work, but what is still better, she caught the spirit and enthusiasm of her esteemed teacher. Miss Bartlett writes of her: "I congratulate you on the success of Miss Howe in completing her course of study in our training school. She is a "No. one" teacher in every sense of the word. She has also the organizing faculty. I wish you might so arrange that she could go around and organize similar schools in your region." While our teacher was making her preparations in Smyrna, we had worked up such an interest among the people that they could not wait for her return, but brought their little ones and left them in care of our lady teacher of the girls' school, begging her to allow them to come to her school temporarily that they may have the first chance to enter the Kindergarten school. When our teacher returned she found thirty-five to forty scholars waiting for her. We opened our school last Fall; soon she needed an assistant, and also opened a training class, to meet demands of the community by next year. Applications from surrounding villages were made to enter this class. The interest is growing. Our teacher, in her letter of November 14, writes: "Our Kindergarten is in good condition. Now the principal subject of conversation in the city is about our school. They speak of the usefulness, novelty, and peculiar advantages of the new infant school." And I have the brightest report just received. On December 3, an entertainment was given by this school, to which all prominent men among the Turks, Armenians, and Greeks were invited. The exercises consisted of the examination of three months' training. The children recited their pieces, sang their hymns, and exhibited their plays with the utmost precision and naturalness, that delighted the audience. Upon motion of some one a collection was taken, to which all con-

tributed cheerfully and liberally. A Turkish officer was the first one to cast his handsome sum, who afterwards was reported as saying, "I was so delighted with the exercises of the children that, had I five times the amount with me, I would gladly cast it into the contribution box; I had never seen the like of it." Same night arrived in the city two prominent men from the country, and heard of the children's entertainment, and desired to visit the school. And the most prominent man in the city, and another, though of less means but more influence, also expressed a desire to see our school. So they came together to visit our Kindergarten, and were so pleased, that next day they sent their children in to our school. And something very curious happened: one of these men had two grandchildren attending our school; one day it was stormy and cold, so that it made it impossible for them to come to school; but this man, not willing that the children should be kept from school, took a saddlebag, and putting one of the children in each bag, laid it on the shoulders of his servant, who carried and left them at the school. These incidents will illustrate that the interest of the Kindergarten work is not only started but is growing, and soon will spread, not in that region only, but in the whole Turkish Empire, when both the desires of Miss Vallie Bartlett and our hopes shall be realized.—*S. H. Krikora, Pastor of Yozgat Church, Turkey.*

THE Superintendents' Department of the N. E. A. held its annual midwinter session in Boston, and all the Solomons of American public school fame were convened together. Among the well-known personalities were to be found Wm. T. Harris, in accustomed serenity; Colonel Parker, with the suggestion of a twinkle in his eye even in the midst of the most serious discussions of language lessons, etc. Inspector Hughes of Toronto, and A. G. Lane of Chicago, were among the interesting attendants, while a goodly array of New England intellects maintained the chief characteristic of the assembly, namely, that of expansive brow and intelligent eye. The discussions of the papers and topics were keen and opinionated, and smacked of progressiveness. The discussion on the topic of Examinations and Promotions called forth the most revolutionary suggestions, and the "iron bedstead" style of examinations was cordially condemned. Among the most spirited speakers on this subject were Colonel Parker, J. L. Hughes, Professor Maxwell of Brooklyn, and Judge Draper of Cleveland, O. President Eliot and the fellows of Harvard University entertained the superintendents on February 22, at Cambridge, and this mutual understanding between college men and schoolmasters is no small proof of the breadth of modern education. Many comparisons were unconsciously made between the sentiment of this and previous gatherings. Among other progressive ideas, this of working to produce good teachers, *men* and *women*, was greatly emphasized. Power, not knowledge alone, quality, not quantity, should be the aim of the schools. The duty of the school men toward wiping

out the misrule of political influence was most urgently solicited, and reports of many experiments were given in testimony of the growing application of true educational principle. The educational trend is in the right direction, and a normal, healthy progression is inevitable. The schoolmasters were dined and received and handsomely entertained by Boston educators, authors, and publishers, and indulged freely in the social intercourse which is often the better half of the profit wherever men are gathered together.

DENVER.—The present year has been the most successful in the history of the Denver Free Kindergarten Association, and of the Kindergarten Normal School of Colorado. The nine Kindergartens of the association are located in those parts of the city where free Kindergarten work is most needed, and they reach out and help not only children of our own country, but those of other nationalities. Two of the schools are made up largely of Jewish children, while in two other schools the majority are Italian. The earnest, enthusiastic work of Miss Karry Johnson of the Chicago Kindergarten College, the principal of the normal school, reflects itself in directors and assistants so that the work is full of life and force. The association schools are all efficiently officered with directors and assistants from the normal training class, while many of the class are in private Kindergartens. The normal school numbers in its three classes fifty,—juniors twenty-one, seniors twenty, post graduates ten. All the classes are enthusiastic in their work and feel that they are especially favored in having such a principal as Miss Johnson. In her work Miss Johnson has an able assistant in Miss Jean McArthur, who is a graduate of Mrs. Putnam's training school in Chicago. Science lessons are given by Miss Cowen. Professor Löf gives training in physical culture, the Ling system of gymnastics being used. Professor Whiteman, one of the most successful vocal teachers in the city, has charge of the Tonic *Sol Fa* class, and Miss Parsons gives lessons in drawing. Special lectures on various subjects are given during the year by prominent educators throughout the state. Tuesday morning of each week an earnest band of mothers meet under the direction of Miss Johnson, for the purpose of studying what Froebel called the "science of motherhood."

The following is a copy of the Kindergarten Association bill presented to the Ohio state legislature, which at present writing shows every good sign of being passed: "Each board of education of any city of the first or second class may, if they so choose, at any regular or special meeting, establish public Kindergarten schools in connection with the public schools of said city for the children of said city between the ages of four and six years, and may at the meeting provided for in section 3058, determine what part of the contingent fund provided for in sections 3058 and 3059, shall be set aside for such purposes, provided no part of the state fund shall be appropriated therefor; but said boards

of education may provide an additional sum for said Kindergarten instruction by the levy of a tax not exceeding one mill, in addition to the levy provided for in section 3959, as amended March 24, 1892, 89 O. S. 142." The act is to take effect from and after its passage, and in its provisions will be included forty-six of private Kindergarten schools, and the design of the originators of the bill is to bring these under control of the school boards, so that they will be open to all children and within the reach of those whose parents are unable to pay the tuition required for admission to the private Kindergartens. The cities to which the proposed law will apply are Akron, Canton, Chillicothe, Cincinnati, Cleveland, Columbus, Dayton, Hamilton, Portsmouth, Sandusky, Springfield, Steubenville, Toledo, Youngstown, Zanesville, Alliance, Bellaire, Bucyrus, Circleville, Defiance, Delaware, East Liverpool, Findlay, Fostoria, Fremont, Galion, Gallipolis, Ironton, Lancaster, Lima, Mansfield, Marietta, Marion, Martin's Ferry, Massillon, Mt. Vernon, Newark, Norwalk, Piqua, Pomeroy, Salem, Tiffin, Urbana, Warren, Wooster, and Xenia.

A VISIT WITH MISS SUSAN E. BLOW.—After several years of extreme invalidism, which has entirely cut Miss Blow away from public work, she is now found improving surely, and her old fervor and interest in the Kindergarten work is returning. It was the privilege of two western Kindergartners to see and visit Miss Blow last month, which called forth much earnest conversation concerning the past and future of the work. "What we need now," said Miss Blow, "is not an extension of the work, but better-trained Kindergartners. There is in fact no such thing in existence yet as a true Kindergarten. The best are but approximations." While Miss Blow has been entirely outside of the work in progress about her, it was evident that she had been thinking and studying on in her favorite line of educational philosophy, and particularly of Froebelism. "We have not begun to understand or appreciate Froebel. We have seized upon his system and often overlooked his principles. When we understand these, we will not give direction lessons to the children with the gifts and materials." Miss Blow is most anxious to get back to her beloved work, and her improving health promises a speedy consummation of her desire. On the day of our visit a floral wreath was received by Miss Blow, sent from the St. Louis workers in commemoration of the twentieth anniversary of the public school Kindergartens of that city.

THE Ladies' Art Association of New York has set itself a praiseworthy task in trying to educate the taste of country people in art matters by means of "suburban art-exhibitions." They intend to hold, free of charge, exhibitions of paintings, sculpture, and decorative art work in small country towns and villages throughout the country. Though the first of these exhibitions has been successfully held at a suburban village of Brooklyn, it is not yet proof of a general success of the plan in

the future. A village situated near a large city remains in continual contact with the advantages of metropolitan life, which exerts a more or less beneficial influence on their tastes; but in villages that can only be reached by stage coach, the members of the "suburban art-exhibitions" will find for various reasons a quite different and rather difficult task, not mentioning the increased expense of transportation; and yet these villages, cut off to a certain extent from progress,—and they can be found in any state,—stand most in need of this encouragement.

THE recent tour of readings made by Mrs. K. D. Wiggin has left much enthusiasm and aroused interest in its wake. Aside from her public engagements she has, in many cases, said the good word for the struggling efforts of young workers. The following appeared in a Saginaw (Mich.) paper, quoted from a private conversation of Mrs. Wiggin: "I believe, with all my heart, that the influence of a dozen Kindergartens in any community can hardly be overestimated; and that this influence extends to parents, homes, schools, and churches. The Kindergarten has an unobtrusive, captivating way of its own, by which it makes over the children, the parents who send them, the Kindergarteners who teach them, the janitor who sweeps the rooms, and the men who provide the 'sinews of war.' Do not think it obtrusive in a stranger if I say this friendly word about your private Kindergarten, and beg you to open another to the children of less favored parents."

THE International Kindergarten Union is a member of the National Council of Women and also of the World's Congress of Representative Women. The I. K. U. will hold a department meeting in the latter congress to set forth its own work and to discuss the general topics connected with the Kindergarten. This congress will be called to discuss reports showing woman's progress in the special lines of education, industry, art, and literature, philanthropy and charity, moral and social reform, religion, civil law, and government. The women in the fore ranks of the Kindergarten work have duties in each of these departments by virtue of their profession and because of the universal progression which they reflect. The fellow-touch of active, energetic workers speeds on the growth of any cause, and here will be presented an occasion for every cause to have the benefit of this touch.

MRS. LOUISA POLLOCK writes the following recollections of a visit she had with Madame Marenholtz von Bülow in Dresden: "During the Winter of 1860 it was my good fortune to be one of a party of invited guests at a luncheon given in honor of Mr. Nathaniel T. Allen, of West Newton, Mass. Mr. Allen had been sent by the U. S. Bureau of Education to investigate and study educational methods in Germany, and the group at the table included representative educators of several nationalities. With each and all of them this talented woman conversed with equal ease and freedom in their own language. Her manners were un-

affected—simple, yet gracious—and her thoughtful attention toward all her guests won their personal admiration, while her animation and earnestness aroused the interest of all."

AT the request of Mrs. Cleveland and other ladies, Mr. Joseph Jefferson consented to appear on the lecture platform in the city of New York (at Music Hall, on the evening of March 1), in behalf of the New York Kindergarten Association. Mr. Jefferson called his lecture "A Discourse on the Drama." This is the second time that Mr. Jefferson has appeared on the platform, the first time being to deliver an address on a similar theme at Yale College. Surely the Kindergarten movement calls forth the best talent on all sides, and the influence of the best people everywhere! The children open the doors of genius, even though their hands are tiny.

THE world's congresses will greatly eclipse in extent, in the number of the assemblies and in the infinitely diversified range of topics for discussion, any associations of that character in previous expositions. And one great lesson to be learned from so notable an interchange of ideas between the world's most renowned champions of differing creeds and divergent doctrines and practices, will be that of moderation and tolerance.—*Thomas B. Bryan.*

WE reprint in this number a poem published in the *Kindergarten Messenger* over ten years ago. This was the original organ for the cause in America, and was edited by Miss Elizabeth P. Peabody, the first number appearing in May, 1873. The noble effort of the *Messenger*, as it has been of all Kindergarten journals since, was to establish the right understanding of Froebel's true meaning, *versus* ignorant attempts at unscientific Kindergartenening.

THE Froebel Association of Des Moines, Ia., enjoyed the following program at their regular meeting, February 23: "I Once had a Little Dolly, Dear," Mrs. T. F. Stephenson; "Thoughts on Children's Stories," Mrs. M. T. Hatch; "Cultivating the Desire of Approval," Superintendent F. B. Cooper; Song, "The Five Knights," Miss May Howell; "Short Talk on Columbian Exposition," Mrs. Whiting S. Clark.

THE Brooklyn Kindergarten Association held a parlor meeting March 2, addressed by Mr. Talcott Williams of Philadelphia, Mr. Edward Shepard of Brooklyn, and Miss Angeline Brooks of New York. This association is doing most energetic work this winter, in conducting several Kindergartens and educating the public mind in regard to the aims, methods, and ideals of the Kindergarten.

THE report of growing work comes from Charleston, S. C., where a few days ago the Kindergarten movement opened with a few public talks and today manifests itself in a most successful Kindergarten of forty-two children and a normal training class. Froebel's birthday is to

be celebrated by an open meeting in the *Freundschaftsbund* Hall, in order to interest the public.

"YES, I know all about the Kindergarten. It is very nice for babies," said an Ann Arbor graduate the other day to a warm-hearted champion of the cause, who immediately sought to enlarge his knowledge. Much to her surprise she found her stock of argument decidedly limited, and went home to substantiate her good will toward the cause with convincing facts.

THE articles by Mr. Edward Howe, on Crystals, have been found very practical in Kindergarten use. One Kindergarten has worked out a very acceptable series of geometrical paper cutting, reproducing the simplest forms, which are cut from white glazed paper and mounted on a gray or black background.

A LECTURE on the "Second Gift and Its Analogy in History," was given by Mrs. Mary H. Peabody, at 9 University Place, New York, on Saturday, March 11, 1893. At the close of the lecture a meeting was called to consider plans for organizing a general Froebel Society, to include New York, Brooklyn, and vicinity.

WE are in receipt of two exquisite pencil sketches of Otsego Lake, the "Glimmer Glass" made famous by James Fenimore Cooper. These pictures are generously sent in by the artist Clarence Cook, to be sold for the benefit of the Children's Building decoration fund. They can be examined at this office.

THE Kindergarten Club of Chicago will celebrate Froebel's birthday on Saturday, April 22. All interested Kindergartners are invited to meet with them at 2 o'clock in the rooms of the Chicago Kindergarten College, Athenaeum Building, Van Buren St.

THE women of St. Louis are preparing a petition asking for an amendment to the Missouri state law, changing the school age of children in cities of 10,000 or more inhabitants to the ages of four years to twenty.

THE article in our March number, entitled "Nature Work in the Primary School," was intended for Kindergarten use as well, and the poem at the close was quoted direct from Longfellow.

AT the meeting of the New York Society of Pedagogy, held at the City College on March 16, Mr. Gustave Staubenmuller read a paper on "Facts and Fancies in Geography."

THE Illinois Woman's Press Association gave up the evening of their regular meeting, March 9, to the consideration of "Children's Stories."

LITERARY NOTES.

THE poet queen of Roumania, Carmen Sylva, has written a volume of poems, "Songs of Toil," which have been translated from the German by John E. Bowen. These poems are fresh and at the same time philosophic, covering the range of man's manifold labors. The paper maker sings his ditty:

Those pieces of rags be quick and bring!
The dirty old shreds are just the thing
For pulp, for pulp to record life's wrong;
For pulp, for pulp for a poet's song.

Child-Garden for April is refreshing with Spring flowers and Easter joy. The illustrations, stories, and rhymes make up as delightful a collection of Spring awakenings as has ever been compiled. "A Little Chick's Story" is a happy autobiography of a newcomer, which can be counted with the children's favorites for time to come. "The Indian Legend of the Arbutus," and the "Wind-flower Laddies," are typical stories for home and Kindergarten use, while the story of Little Friedrich is a touching bit of real life, written by Miss Maude Menefee, taken from the history of Friedrich Froebel.

"A Course of History and Literature," written by Miss Rice, the popular and thorough specialist of these branches at the Cook County Normal school, Chicago, is published by A. Flannagan, and is a most practical and suggestive school help.

THE new book catalogue of the Kindergarten Literature Co. is now in publication, and will meet a long-felt want among teachers and parents. A copy of same will be sent on application, free.

"Animal Life in the Sea and on Land" is a most trustworthy volume of natural history, well illustrated. It is written by Sarah Cooper, and published by Harper Bros., New York.

"Life of Siegfried," by Jos. G. Baldwin, published by Scribner & Sons, is a series of stories from the myth of Siegfried, always so charming and interesting to children.

MARCH AND APRIL BULLETIN OF BOOKS.

Each month we shall arrange a bulletin of books essential to the teacher for the month's work, and programs and publications referred to in the **KINDERGARTEN MAGAZINE**.

Any of these books will be sent postpaid on receipt of price by the **KINDERGARTEN LITERATURE CO.**, Woman's Temple, Chicago.

| | Price, Including Postage. |
|--|------------------------------|
| Stories of Industry , by A. Chase and E. Clow. Vols. I and II, each, - - - - - | \$.60 |
| Full of the facts and fancy of trade life and manufacturing. | |
| Fairyland of Flowers , by Mara L. Pratt, - - - - - | 1.00 |
| Little Flower People , by Gertrude E. Hale, - - - - - | .50 |
| This book is written to awaken the child's imagination and curiosity concerning plant life. Illustrated. | |
| Child and Nature , or Geography Teaching with sand modeling, by Alex. E. Frye, of the Quincy School. Illustrated - - - | 1.00 |
| Brooks and Brook Basins , or First Steps in Geography, by Alex. E. Frye, - - - - - | .75 |
| These two books are among the most valuable on the subject of applied geography. Illustrated. | |
| Illustrated Lessons for Kindergarten and Primary School , by Five Prominent Writers, - - - - - | .30 |
| An excellent handbook full of applied principles, especially for mothers and young workers. | |
| The German Iliad , by Mary E. Burt, - - - - - | .80 |
| The beautiful story of Siegfried, the young hero who worked at the forge and loved nature and song. A wonderful help in connecting the blacksmith, the myth, the knight, etc | |
| Where Love Is, God Is , by Tolstoi, - - - - - | .40 |
| What Men Live By , by Tolstoi, - - - - - | .40 |
| Exquisite stories; can be read almost direct to children. Shoemakers are the central characters. Illustrated. | |
| The New Calisthenics , by Mara L. Pratt, - - - - - | 1.25 |
| Syllabus of Lectures on Psychology , by Wm. George Jordan, - - - | .20 |
| Lectures delivered before Chicago Kindergarten Club, and especially applied to the Kindergarten. An excellent guide in the study of any text-book on the subject. | |

- Religion in Childhood**, by L. P. Mercer, - - - \$.33
Appropriate to the Easter-time religious thought. The book is being widely read and discussed by Kindergartners.
- Life in the Maine Woods**, by Thoreau, - - - 1.50
Full of suggestion for story and natural history to Kindergartners.
- Froebel Badges**, each, 5 cents; per dozen, - - - .50
White Silk, with portrait, dates, etc. Most appropriate to the birthday celebration.
- The Story of Siegfried**, by Baldwin, - - - 1.50
Such stories of the olden time are the best tonic to literary taste of children.
- The Paradise of Dante**, by Thomas Davidson, - - - .15
- Some Curious Flyers, Creepers, and Swimmers**, by James Johnnot, - - - .75
- Clay Modeling in the School Room**, by E. S. Hildreth, - .25
A manual based on the curved solids.
- Natural History Lessons**, by Block and Carter, - - .50
Giving full outlines and experiments.
- How to Teach Paper Folding and Cutting**, by MacLeod, - .50
Fully illustrated.
- ☞ Remember the book "Columbus and What He Found."
By mail, - - - 1.10

STILL a few soiled copies of "Christ-Tales," at 50 cents.

NOTICE.—Before June 1 a new volume, called "The Kindergarten Sunday School," will appear, containing full discussion of primary Sunday-school work, and typical practical lessons for two years. Price 80 cents.

proved method.

PASS SUCCESSFUL EXAMINATION

Twenty-one Young Women and Seven Men
Survive the Test.

The papers of the young women who stood examinations for the position of kindergarten teacher and the young men who stood examinations for the position of manual training teacher in the public schools of Chicago on last Friday were examined yesterday and the names of the successful candidates announced. The kindergarten examination was held at the Scammon School, under the direction of Assistant Superintendent Deland and the Supervisor of Kindergartens, M. Alexander. The applicants were thirty number. Of these twenty-one received a number of 75 or over and passed, as follows:

Mary C. Scribner, Jonnie C. Chandler,
Mary Staver, Bertha M. Andrews,
Frances F. Thompson, M. Frances Corbois,
Emma L. Deeson, Margaret Forsythe,
Ellen F. Carpenter, Georgene Fankner,
Helen Gordon, Kathryn A. Bishop,
Florence U. Albertson, Harriet Lovejoy,
Luia C. Henshaw, Szaeren Schaeinger,
M. Irone Marsh, Elia Koeler,
Elizabeth Guip, Alice B. Potts,
Elizabeth Van Anda.

The manual training examination was held at the English High and Manual Training School under the direction of Assistant Superintendent Subin. There were twenty-seven applicants, of whom the following seven passed:

Max Friedman, Philip A. Sawyer,
Arthur Anderson, Sherman M. Gable,
Elmer Valentine, Kenneth Moodie,
John A. Toomey.

The new kindergarten teachers will be signed as needed and the new manual training teachers are destined for the new manual training schools soon to be opened.

PUBLISHERS' NOTES.

An Easter Gift to Children.—Send 10 cents for a copy of April *Child-Garden*. Fifteen copies to one address for \$1.

Back Numbers.—There is great demand for all back numbers of the KINDERGARTEN MAGAZINE, by many who wish to possess the complete file. This shows a growing appreciation of the practical value of the magazine. There is repeated call for Volume I. The substance of this volume can be secured in the compilation, Mothers' Portfolio. Price \$2.25. Volume II is entirely out of print, and only a very limited number of bound Volume III are in the market, at \$3 each. Volume IV, in cloth, can still be had for \$2.25. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Take Notice.—For the convenience of those whose subscriptions expire, we inclose a very simple form of Convertible Subscription Blank. It is only necessary to fill the blank lines, inclose remittance, fold and seal the edges, which are already gummed for that purpose. This constitutes a secure envelope, already addressed, only waiting a two-cent stamp to be ready for mailing.

Wanted.—Back numbers of the KINDERGARTEN MAGAZINE. Look at your files carefully and send us the following if you can spare them! May, July, December, for 1888; February, 1889; January, 1890; September and October, 1890; February, 1892. Correspond with us if you have these to spare.

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KINDERGARTEN MAGAZINE

Vol. V.—MAY, 1893.—No. 9.

HOME READING FOR THE CHILD.

I.



O the question, "What is the principal object in reading with our children?" we naturally reply: "The development of their character." What do we mean by that? The gradual unfolding of the child's three-fold nature,—physical, mental, and 'spiritual,—beginning with the first dawn of intelligence.

As an illustration of my meaning, let us picture to ourselves a mother in a cozy bedroom cheerful with the details of a baby's paraphernalia. She is singing to the little bundle cuddled up in her lap. She has crooned the old nursery songs ever since she had the little one to croon them to; perhaps even before her arms held their precious burden, in the gladness of her heart she has gathered from the stores of her memory the best-loved rhymes and tunes of her own childhood, just as carefully as she has prepared the tiny clothes and dainty apartment for her nestling. Listen to her gentle voice as it lingers caressingly upon certain words or tones; she has noticed a responsive gleam in the eye, and sometimes a smile on the little face, as the familiar words are recognized, prompting her to lay greater stress upon those which please. She even chooses her songs to suit the humor of the child. Certain lullabys have a soothing effect, while "Hark! hark! the dogs do bark" amuses and diverts, sometimes calling forth the comical little gurgle so fascinating in its repetition, but so provocative of hiccoughs.

The full benefit of this mother play can only be attained when there is a mutual understanding and a ready response on either side, which seems to me to be the keynote of our subject today. In asserting that the first requirement in reading to the child is to attract and hold his attention, I would point out the fact that unless this is done, all other efforts are in vain. The essential thing is not that the story shall be interesting to you, but that it shall appeal to him; and in so far as that is the case does it prove its fitness for the time and place. In this connection Herbert Spencer says: "But of all the changes taking place, the most significant is the growing desire to make the acquirement of knowledge pleasurable rather than painful; a desire based upon the more or less distinct perception that at each age the intellectual action which a child likes is a healthful one for it; and conversely. There is a spreading opinion that the rise of an appetite for any kind of knowledge implies that the unfolding mind has become fit to assimilate it, and needs it for the purposes of growth; and that on the other hand, the disgust felt toward any kind of knowledge is a sign either that it is prematurely presented, or that it is presented in an indigestible form. Hence the efforts to make early education attractive and all education interesting. Hence the lectures on the value of play. Hence the defense of nursery rhymes and fairy tales."

With the thought in mind that mutual response and sympathy are necessary for profitable reading, let us try to find the best way of attaining to that result. The book *must* meet the child's needs. If it attracts, that is an indication of its fitness; if the attraction develops into a lasting love, I should say that the book unquestionably meets some need of the child's nature. Every story presenting some phase of a universal truth, if well told, is sure to please, and to please lastingly. If, however, the story is meant to be but transitory, to only meet the needs of the passing hour, though it may attract at first, it will not do so permanently.

We have spoken of the child's three-fold nature. The mother's care should be that the thought given him in

books, and the emotions excited, should quicken his inner life through these three avenues. It is not so necessary that she have a great variety of books to choose from, as that they be true, simple, and good. One cannot estimate the depth of impressions gained from books, or their lasting effects upon character. The mother is constantly brought face to face with proofs of this, in an unexpected quotation, or a comparison between some character in a story, and a friend in real life. This is often worthy of our closest attention, as indicative of the unconscious study of human character going on in the child's mind. He often shows a keen appreciation of our actions and motives, an astonishing ability to make comparisons and form his own conclusions in regard to them. This leads us to our attitude in the matter. Not only must what we read be true (in the universal sense), but it must be true *to us*. We cannot read to our child what we do not ourselves believe in, without clouding his vision of truth.

Psychology teaches us that beauty and truth and goodness are one,—different manifestations of the same power; therefore, if the book be both true and good, it must be beautiful. The more artistic a form in which a truth is presented, the more telling its power to affect us, and the more will be demanded increasing beauty of form corresponding to increasing beauty of thought. We crave good and pure language, simple illustrations, and definite ideals in the life of the child; wholesome, every-day incidents which have their unfailing charm in that they hold up a mirror to the child's own life.

I notice that stories written in dialect seem to have a great attraction for children. I deprecate the reading of too great a number of these as having a tendency to form incorrect habits of speech; nevertheless they have their own artistic value, and in some instances really feed the poetic side of the child's nature. Language, to be good, must be simple, true, direct. If it deals with subjects that appeal to the child, he will learn to love the form as well as the matter, and thus will be implanted the seeds of an appreciation

of good literary style which will mature later. Our rule for guidance in all these matters must be, "Study the child."

Froebel has said, "Let us learn from our children; let us give heed to the gentle admonition of their life, to the silent demands of their minds." "The power that has scarcely germinated in the child's mind is seen by him in the legend or tale a perfect plant filled with the most delicious blossoms and fruits. The very remoteness of the comparison with his own vague hopes expands heart and soul, strengthens the mind, unfolds life in freedom and power. This is the chief reason why children are so fond of stories, the more so when these are told as having actually occurred, or as lying within the reach of probability, for which, however, there are scarcely any limits for a child. If the story concerns other men, other circumstances, other times and places,—nay, if it imparts a language to the silent objects in nature,—the hearer seeks his own image; he beholds it, and no one knows that he sees it."

Let us consider what are the characteristics of a good story. First, if a story is to have permanent value, it must be based upon some phase of a universal truth. That is, the underlying thought of the story must be true under all circumstances and conditions. There are many charming tales which are told simply for the time, to meet the needs of the hour, and then pass away and are forgotten, as they should be; but they are good in their way and place. A story, to be well told, must be simple, clear, direct. We say of a clever drawing, "That is capital! The story is told in so few lines." So it is in writing. The salient points of the mental picture must stand out clear and distinct, details being only supplied when they bring out into greater relief the main lines.

Each sentence should bring before the mind a clear picture. We should *see* the people described, hear their merry laughter, listen and reply to their words,—gay, serious, or retrospective. This is the secret of the unending charm and attractive power of "Uncle Tom's Cabin," "Little Women," and a few other books which will endure as long

as our language is spoken and human nature remains the same.

Moreover, no truth is too great to be put in simple form, no delineation of character too complex to be simply represented; but it requires the utmost skill to thus condense a world, as it were, into a few lines, without detracting from the artistic form. Therefore, I maintain that a child's story, if told in the best manner possible, requires the highest literary art, and must command the attention of the whole world. It is not only that the form must be so absolutely true, but the spirit. One must be a child at heart; feel the fresh, sweet impulses to nobler action; be as innocent, as light hearted as the child who whiles away his time at play. In a word, one must become as a little child, in order to enter this veritable paradise and be able to translate its beauties to duller eyes and ears. When Froebel said, "Come, let us live with our children," he felt this necessity, and the hundreds of Kindergartners who have since taken up his work have responded to the call, their measure of success depending upon how fully they have accepted it in spirit and in truth, rather than in letter.

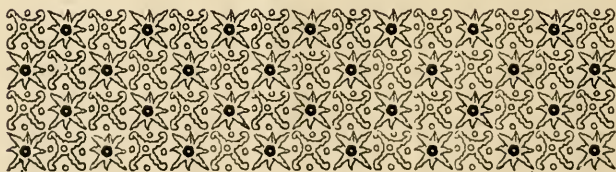
"A little child shall lead them," is as true today as it has ever been, or ever will be. It is the secret of the mother's as well as the Kindergartner's success. It is the thought for which Froebel stood, opposing, as he did, all preceding methods of education. Before his time it was believed that the child's mind was simply a receptacle into which as much of the learning of the books and the masters should be poured as was found practicable. Froebel believed that within each child was the divine germ of growth which needed only the right environment and conditions to unfold and increase in stature, at last bearing the beautiful blossoms of divine thought made manifest. The child of itself, under the right conditions, was bound to grow, and show forth its real character. *Our* work was to be simply passive.

So it is with a tale; its story must be told in a few strong lines, its power lying in what it *suggests*, rather than in what it expressly teaches. While enlarging the child's experi-

ence by giving new facts and a glimpse of motives influencing people under circumstances which he has never known himself, its real power is dependent upon the law of recognition, that the child seeing himself reflected in the outside world, as in a mirror, shall recognize himself, and becoming conscious of self, shall grow and expand, and require new thought and experiences to meet the added growth.

As in all pleasing combinations of color the three primaries must be present, and the more subtile their combination, the more artistic they appear to the cultivated eye, so in a story, while the fundamental principles of good literary art must be present, the less perceptible they are on the surface, the more artistic and pleasing is the result. In other words, the motive of a story must not be too apparent; you insult our intelligence if you attempt to point out too clearly your underlying thought, or appeal to our feelings too obviously. It is like the moral tacked on to Æsop's Fables, which so often annuls their effect by being too pointedly set forth.

HELENA C. STIRLING.



OUR FEATHERED FRIENDS.



O bird that comes to cheer the hearts in this country home, after the long cold Winter, is more welcome than the plain little "chippy." She has no gay plumage and her song is not very musical or sweet; but unlike all other birds, she seems to remember each Spring that in the house are some of her friends. She says, "chip, chip," to let us know she is here; some one goes at once to the nearest slice of bread, pinches off a little piece, and throws it on the porch. We stand in the open door and watch her hop up the steps on those tiny feet that look like little threads on the pin-like legs. With her sharp bill she breaks the bread into the smallest bits, all the time saying "chip, chip," eating all she wants, and flies away, till she is ready for another meal.

One year a robin built her nest in the vines on the porch— a large, roomy nest to hold her large family; about the same time Chippy decided that the vine would be a good place for *her* nest. She brought some dry grasses and wove them into the shape she wanted; but it was too much work to go so far for all her building material, so she hopped along among the leaves in a sly manner, and pulled some straw from the outside of Mrs. Robin's nest. I do not think Mrs. R. ever missed them, and they were a great help to Mrs. Chippy. When her nest was nearly done she would wiggle her little feet around, and *sit down* to see if it would be a comfortable place to stay while she was hatching the pretty blue eggs she would lay there.

A friend was once visiting us, who loves the birds. Every morning she would take her rocking-chair and her workbasket and a piece of bread, to sit on the porch. In a few moments, from a tree near by, or the fence, sometimes where she could not see her, she would hear "chip, chip";

then she would throw some bread on the porch close by her, when here would come Chippy. *She* could see the lady, and she knew the crumbs were for her. Chippy soon lost all fear of the people in the house. When several were sitting on the porch, she would hop about under our chairs and over the hems of our dresses, to find the scattered crumbs. When there were four eggs in the nest either Mrs. Chippy or her mate was always there, and it was a pretty sight to see the little brown head and the bright black eyes over the edge of the nest right over our heads.

A few weeks later we could see four open mouths held up for the mother to fill; but the prettiest sight of all was when the baby birds were large enough to come down on the porch or in the room, to be fed; they would follow their mother around and *tease*, in a squawky little voice, not at all pretty or sweet. I do not think children ever tease in their sweetest voices. The mother would pick up the crumbs, then open her mouth and let the babies pick them out. Sometimes a dozen people would be sitting in the room, and we would scatter crumbs all over the carpet, to see how far they would come. They did not mind our talking, but if anyone moved near them, they would fly away, but, unless they had eaten all they wanted, would soon come back. These little birds all knew what they liked to eat, as well as children. If we threw down anything sweet—some cake or cooky, or a bit of “Johnny-cake”—the mother bird would hop up to it, but would never touch it. Nothing would do for her but nice white bread.

There is a bird called the “cow bunting” (cowbird), who never builds a nest for herself, but lays her eggs in other birds’ nests and leaves them to be hatched and cared for. One Summer, Chippy did not build in the vines, but in a tree near the house, and when she brought her babies for us to see, there was a baby bunting among the rest, larger than the mother, and oh, *so hungry!* The mother had to hold her head up for this tall baby to get its food; but

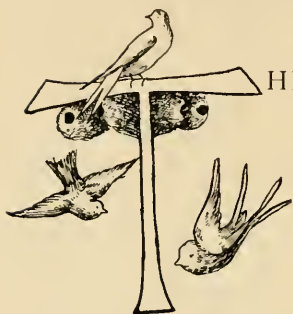
she was a very patient mother, and even seemed proud of her large baby. The bunting is much like the chippy in color; is gray, with a few small dark feathers, but has no brown feathers on top of its head, as Chippy has, and he *walks*, while Chippy *hops*. Does anyone wonder that the housework is sometimes neglected where there are birds to watch from nearly every door and window?

In a cozy little corner over the front door a robin has a nest; in the woodshed are some wrens,—dainty little creatures who charm us all day long with their sweet song; a large apple tree stands close by the house, where for several years the robins have built. Last Spring a pair of blue jays found one of the old nests, which was in quite good repair; they added a few straws and feathers, and laid four eggs. Every time a robin or any other birds came to the tree, the jays would drive them off,—which did not seem quite fair, when they had taken what did not belong to them. They were not only very handsome birds, but took good care of their family. I was watching the mother feed her babies one day, when a train of cars passed near by, making a loud noise that frightened the little birds; the train was on the north side of the nest and the mother bird on the south; and that dear Mamma Jay hopped to the other side of the nest, spread out her wings, and hovered over them till the noisy train was out of hearing, as lovingly as any human mother would comfort and protect her frightened babies.

Oberlin, O.

ANGELINE SWIFT.

EDUCATION AND REGENERATION.



THE conviction is deepening in me, that the regeneration of humanity, the bringing from the mere sensuous into the higher spiritual life, is to be wrought out through the medium of a system of education that embodies, throughout, the principles of the Kindergarten.

The Kindergarten possesses virtue because it is based upon true fundamental principles. Now those principles, being true, are right, not only for the Kindergarten system, but for that period which, beginning with individual life, stretches through the cradle and up to the commencement of the present Kindergarten period. Nor do they end with the Kindergarten, but stretch on through the whole of life. Any principle which is true for one period of life must necessarily, in a modified and adjusted form, be true for all periods.

If the practices of the Kindergarten system, founded upon these fundamental principles, generate *harmony* between the subjective man and the objective God-made universe, between the *I* and the *not I*, then certainly they are highly spiritualizing; for what is spirituality but that condition of the subjective which harmonizes with all objective truth? All truth is from God, and to harmonize with truth is to harmonize with God.

Every parent, and especially the mother, should be a Kindergartner, should understand not only these fundamental principles, but their true application. The home is the truest Kindergarten, or it should be made such. Then, again, *every* teacher, both in our secular and Sunday schools, should be well versed in true Kindergarten princi-

ples and work. The anomaly in most of our educational systems is, that the required qualifications of instructors are not what normal teaching requires. Outside of the Kindergarten teachers, instructors are mostly automatons that jump as the string is pulled; they are the blind leading the blind. A normal, harmonious man is an impossibility under such circumstances. Look also at the average Sunday-school teacher, who is, judged by qualification, even more out of place than the average secular teacher; a mere infant, from a spiritual standpoint. "These things ought not so to be." Now if the Kindergarten is right for a small child, it is for a larger one; and what is man but a larger child?

Then ought not our ministers—our spiritual teachers—to be true Kindergartners? The glory of the Kindergarten system is, that it takes the child and develops him physically, mentally, morally, and *spiritually*. It must do all this if it generates harmony. Its greatest virtue consists in its spiritualizing force. It brings out the religious nature. It establishes the kinship of man to all that is *not man*, and makes him a righteous being. These truths should be more firmly impressed upon the Kindergartners. They should be made to realize that they are true mediators between God and man; that through their instrumentality man is to become harmonized with his Creator, God.

All development, all education, is but conditioning to *harmony*. Man is not a triune being, composed of clashing, warring elements, but, when normal, a unit possessing the completest harmony. His whole life from the cradle to the grave, is a process of harmonizing; and only those practices which forward that, are normal and conducive to his highest good.

CLARENCE G. COOK.

Cooperstown, N. Y.

HAIL, HAIL TO THE SWALLOW.

HAIL, hail to the swallow!
Fair seasons attend her,
Fair promise of Springtime.
On her breast is a white gleam,
On her wing is a blackness;
Hail, hail to the swallow!
Quick! a cake of figs for her
Out of your abundance.
Bring wine in a beaker;
Bring cheese in a basket;
All will be welcome.
Tell us, will you give, or must we go away?
Give, if you will give;
If you won't you'll rue the day;
Either door or lintel shall our booty be;
Yes, or the goodwife sitting there within the
house;
She's but a wee thing; we can carry her easily.
But if we receive aught,
May heaven grant the like to you.
Then open wide;
We're not the old folk; only little boys are we.
Hail, hail to the swallow!
Fair seasons attend her,
Fair promise of Springtime.
On her breast is a white gleam,
On her wing is a blackness;
Hail, hail to the swallow!
Then open wide, let the swallow in.
Hail, hail to the swallow!

[NOTE.—In the island of Rhodes it was the custom for boys to carry a swallow from house to house in the early Springtime and to sing—or rather chant—this song, expecting in return gifts of either money or food. The ditty is full of Spring feeling, if not of rhyme.]

THE POTENCY OF THE LULLABY.



THE little song over the cradle is the child's first glimpse into the world of sound. In the sweet tones of the mother and the croonings and hummings of the lullaby lie the deepest, purest music that the ear can hear.

The home is the great cradle of art, and the mother presence—the abiding, protecting spirit of the hearth—preserves to the world its rarest good.

The lullaby is the first song, and its use and influence linger far along into the work of the Kindergarten,—that larger home,—and in the hands of the conscious Kindergarten it becomes the instrument of her highest achievement.

Without studying the source of a child's thoughts and ideas we can neither touch into life that which he already possesses, nor give to him larger insight. We must look far back into the beginnings, when to the baby's mind moments are ages, when on him still rest those truths "which we are toiling all our lives to find."

Wordsworth states the atmosphere of child thought thus:

Thou whose exterior semblance doth belie
Thy soul's immensity;
Thou best philosopher who yet dost keep
Thy heritage; thou eye among the blind,
That deaf and silent read'st the eternal deep
Haunted forever by the eternal mind.

To find this secret spring which will touch into life the hidden harmonies of the child soul,—for that is all that art is,—we must look behind the external, back into the real, the primal.

Froebel has built upon the lullaby. His whole scheme

of art, science, and religion is planted there; and what an opportunity has he not found it of treating the external as the mere symbol, through the "Mutter und Kose-Lieder," the mothers' nursery song! And to be a true interpreter of Froebel the Kindergartner must in all things work from the standpoint of the lullaby,—upon the unconscious hearing and understanding of the child.

Like the unwritten law and the unwritten poem, it is the unwritten music which is truest and highest. It is often a singing only of the heart—a musical smile—that sinks deepest into the child's life and calls forth the *motif* and expression of its real self. Through the lullaby the Kindergartner must catch the unutterable mother-love, which is the one thing the baby listener hears. The mother is in league with divinity, and the child is the touchstone. A spiritual mother is the only real mother, and this above all else should the Kindergartner be, and the lullaby should serve as the expression of this motherhood to the precious charges of the morning who perhaps meet with the real feeling only when under the roof of the Kindergarten.

The Kindêrgartner finds her little flock in the morning in a boisterous, unsettled frame of mind. It is a daily experience that the morning—when all should be at rest and peace after the night's repose—is more disturbed in its mood than is the closing part of the session.

This is especially true of Monday morning. The maturer, fitful surroundings of some homes throw over the child a heaviness and unruliness that is hard to account for unless we look into the inner facts. Extremes of conventionality and restraint have no influence for the good, and a goodly share of the parental influence of today is thrown in on this side of the balance. We find they become at times harsh voiced, irreverential, ungente, and the Kindergartner knows that they must be set in order, put to sleep. A restful invocation, a sweet cradle song, or a pretty "Go-sleep" story will do much toward reawakening the conscious good in each little one,—and without which the rest of the day cannot be harmonious.

The art of singing a lullaby and securing the soothing result is very simple. It calls only for sincerity and a healing, loving desire to recompose the overwrought child. Put love, not mere sentiment—but true love—into the simplest song, and it becomes a message from heaven. Neither words nor tune nor rhyme will of itself inform the heart of the child; but all these, as instruments of affection, become tools to character building.



CROCUS.

ARM sunshine came down
On a sweet April day,
To work in the garden
And have a nice play
With the plants that all Winter
Had slept there.

He came to a little
Brown bulb at one side,
And said to himself,
"Under this will I hide,
For I see a black cloud
In the sky."

So he tucked himself down
In the soft, yielding earth,
While the little brown bulb
Was just shaking with mirth;
"For the sunshine," said she,
"Makes me grow."

Then down came the rain;
And the bulb that no more
A little brown ball was to be,
Just opened her eyes:
And what do you think?
Why, a bright yellow crocus
Was she!

THE ROUNDS AMONG THE KINDERGARTNERS

III.



THE educational world, so called, is bestirring itself to greater and ever greater things, keeping its pace parallel with all other modern institutional worlds. When Pratt Institute was organized, with its class of twelve pupils, in 1887, it was considered an experiment. Since that time, its strong growth ever in the right direction has drawn others to make similar experiments, and it stands today one of the great object lessons to the nations. The growth of the educational movement at large has brought the Kindergarten to the threshold of every institute of learning. Pratt Institute has opened the doors and let in the little children.

The Kindergarten department, superintended by Miss Hannah D. Maury, who is one of those noble enthusiasts who irresistibly further new departures, is well equipped. A Kindergarten of thirty children and a training class for teachers are both conducted by Miss Alice Fitts, formerly of Chicago. A course of free lectures by the best authorities on the subject of the Kindergarten has this Winter been presented to all interested parents and teachers, at the regular assembly hall of the Institute.

On the afternoon of February 23 Mrs. L. W. Treat, of Grand Rapids, Mich., spoke here to a large gathering in her characteristic forceful and sincere way, which called forth much strong feeling and awakened broader sympathy with the work. At the close of the meeting, Miss Maury and the training class met the visiting Kindergartners informally and socially. It was a pleasure to meet with those in the first new enthusiasm of this blessed work, and be able to say to them sincerely, "You will never regret taking up this work." The Brooklyn Free Kindergarten Association rep-

resents the earnest zeal of the community and is wide awake to its opportunities.

We had the pleasure of meeting, among others prominent in the Kindergarten movement in this section, Dr. and Mrs. Lyman Abbott, whose sincere and intelligent interest is voiced in the *Christian Union*. A lady said to us recently, —one who has fortune and influence now dedicated to the pushing of this work in a large Eastern city,—“I gathered my first information and enthusiasm from the *Christian Union*.”

New York city is extending its Kindergarten borders with vigor. At No. 9 University Place, where guests are frequent and numerous, we found Miss Angeline Brooks in the midst of her well-organized work, both with the children and the teachers. Her able and vivacious assistant, Miss Mary Bickford, carries the morning Kindergarten forward, while Miss Brooks gives cordial attention to guests and general supervision. The regular teachers attending the Teachers' College are given a series of talks and lessons on the Kindergarten by Miss Brooks.

It was at this Kindergarten that we met the children's friend, Miss Emilie Poulsson, beaming and happy to be among the children. She had told them one of her own stories, and called forth eager attention and comment from her audience. Miss Poulsson is temporarily in New York for the Winter, and will soon be able to present a new book of stories and rhymes to her Kindergarten and school friends.

Mrs. James Johonnot, wife and widow of the great naturalist, is another highly cultured investigator of the “new education.” A most enjoyable hour was spent with her in discussing the Froebel philosophy from the most rational standpoint.

But one day in New York city scarcely does justice to the varied and important phases of the work. The many lesser points all over the Empire State which are taking up the work creditably would make an interesting chapter in themselves. Seeds have fallen and are taking root at Fre-

donia, Dunkirk, Jamestown, Hammondsport, Tonawanda, Binghamton, and other points. Like leaven, the progressive movement is working its way, and wherever children are to be found, earnest parents and wide-awake teachers are also.

Where the upper Allegheny river winds in and out among the foothills of the great mountains of the same name, the Kindergarten movement has taken root at Oil City, and further down the stream, Pittsburg too is already growing a strong plant of the "new education."

At the former city we found a community of earnest people, busy about all the better ways of schooling, both in the public schools and the private Kindergarten. The latter, which was founded by Mrs. Olive Newton, the pioneer in the work at Oil City, occupied a pleasant church chapel, full of busy, merry children. Mrs. Newton was absent for the Winter, extending her proficiency in this master profession, which demands eternal vigilance and supernal growth.

Here we found also another free Kindergarten association, supporting a large free Kindergarten on the hillside, conducted by Mrs. Ada Curtis, a pupil of Mrs. Newton. An afternoon informal meeting was called by Mrs. Curtis at her Kindergarten room, and a group of earnest Kindergartners and mothers discussed the importance of the work in the home, and participated in some games and songs. The evening meeting was well attended, and most cordially appreciated by all. Mrs. A. A. Parkhurst has just been selected president of the Cottage Hill Association.

No topic can be more irresistible in interest to all classes and kinds than this of the children and their "daily bread" of sympathetic and rational culture. Men and women gather new inspiration whenever they discuss the new generation which is to succeed them.

A call to Altoona, Penn., was, because of other pressing engagements, postponed for some future season, when kind invitations to Philadelphia, Pittsburg, Scranton, and other dusky cities of the great coal state, will be accepted.

AMALIE HOFER.

KINDERGARTEN AND PUBLIC SCHOOL.

VI.

FROEBEL BEGINNING—CONTINUED.



HAVING led his class to discover the relations by which the phenomena of nature are broadly distinguished and classified as animals, plants, minerals, and natural phenomena, the teacher next proceeds to elicit the distinctions made on account of the position which man occupies in reference to natural objects. Froebel introduces the new line of thought with the question, "In what relations and by what considerations did we study natural objects until now?"

The answer to be elicited is given as—"In relation to the space and locality where natural beings originate, live, and move."

Teacher: The locality in which natural objects live and move causes them to be more or less closely in touch with man. Now, let us see whether their connection with man causes natural objects to undergo changes in their mode of life, their habits, actions, and properties.

Froebel records opposite answers, some pupils asserting such changes do occur, some denying it. Then the questions are urged, How do changes occur? Why do you deny their occurrence? Then the actual facts are recorded, as follows: Natural objects in close connection with man, and influenced by him, are weaker, more delicate, need nursing, are more susceptible to cultivation,—that is, they are tame, or domesticated; natural objects only remotely connected with man are less liable to be influenced by him,—are wild and savage.

"Name the tame living creatures which you know in the locality where you live. Name the wild living creatures which you have noticed about you."

Tame living creatures may be distinguished by the advantage or use to which they are put by man. Some are profitable by supplying necessities of life,—for instance, cattle, sheep, hogs, poultry, etc.; some are protective like the dog; some are beasts of burden like the horse, mule, or donkey, the camel or ostrich in Africa and Asia, etc. In a similar way, wild animals may be distinguished as either profitable or injurious to man,—such as game, fish, bees, on one side, and beasts of prey, poisonous snakes, etc., on the other.

In a similar manner have plants distinguished. The epithets of tame and wild may be used for them, tame signifying those cultivated, and wild those which grow of themselves. Minerals also may be distinguished in a similar manner. They are not to be called tame or wild, of course, but useful or noxious. Thus may be mentioned and examined brooks, rivers, lakes and seas, drinking water and rain water; the air, winds, clouds and storms; different kinds of rock and soil, quarries, precious stones, tillable ground, barren highlands supplying fertile soil by their *débris* being transported by rivers down to the valleys and plains, where they form fertile acres. Mention the Mississippi valley and delta, etc.

Another line of thought is suggested by the question, "Hitherto you have distinguished the natural objects surrounding you, according to the locality where they live and move. Now, do you know of another similar relation in which they may be considered?" In response to this question the teacher must elicit the answer, that such a relation is given in time, as there are certain fruits in Summer and others in Winter, flowers of Spring, of Summer, of Autumn, young birds and animals in Spring which are full grown in Winter; wandering birds such as pigeons, swallows, cranes and others are in one locality in Summer, in another in Winter; there are different beetles and grubs in the months of May, June, July; different butterflies, or moths, in daytime, at night, and during twilight. As regards natural phenomena, they also differ with the seasons,

there being, for instance, great heat with sudden storms of lightning in Summer, fogs in Autumn, severe cold with blizzards, snow, and ice for sleighing and skating in Winter, etc. Considering migratory birds and fish (for instance, the herring, salmon, etc.), the two relations of space and time can be presented in intimate connection.

Of the greatest importance is the consideration of living creatures according to their mode of life; for instance, flesh-eaters, or carnivorous animals, and grass or fruit eaters, or herbivorous and fructivorous animals, etc. And here is the point where natural science as an individual subject of instruction should branch off. It must begin with descriptions of nature and natural objects, pass on to natural history, which must show up and explain the structural condition of animals, their anatomical and physiological make-up. Let the comparative side of the science be kept in view from the start. There is hardly another branch of natural science calculated like comparative anatomy and physiology to arouse and confirm the conception of the original unity of all creation, that unity of nature and life which to teach our children is the great aim of all education according to the doctrine of Froebel. Besides, a clear idea of the similarities and analogies of structure in animal or vegetable creation greatly assists in understanding and remembering the differences and peculiarities of the organisms of separate species.

The transition from the general study of nature as the study of the universe surrounding us, to the more circumscribed special sciences of physics, natural history, etc., is best made in the consideration of those living creatures which are most closely connected with man in their lives, and the profit or damage they bring to man. This is a favorable opportunity to call the pupils' attention to the different modes of reproduction, some bearing living young, and some laying eggs, which are either hatched by the heat of the mother sitting on them, or by the heat of the sun. Here again the scholar can be made to mentally realize the idea of the unity between all nature and

the individual increasing with the increase of the independence of the individuality. For in those creatures which sit on their eggs in order to hatch them, the individuality is more pronounced and intense than in those which leave the hatching to the sun. The latter have not so completely individualized the universal forces of nature as to be able to give life to their offspring by the heat insufficiently individualized in them. But the creatures which hatch their own young have individualized enough of solar heat to give life to their offspring; that is to say, their intenser individualization enables them to prove their unity with the universal source of life by their ability to impart life to new creatures. A similar argument can be made in reference to those animals that bear living young.

Natural science must recognize those exterior properties of natural objects, which differentiate some and make others resembling each other. It must find the conditions and causes of differences and similarities, and their effects. This labor of the cognition of differentiation and agreement must lead to a natural classification of objects, based upon their necessary connection and showing the peculiar properties which discover most unmistakably the true essence of the objects.

Proceeding from particular and individual features to the universal, and retracing our steps from the general to the particular, we render the course of studies of the exterior world as undulating as actual life is, and are thereby enabled to make the knowledge of everything we take up, fully comprehensible to the stage of mental development and the power of conception of our pupils.

Natural philosophy, or physics, branches off in the easiest way at a point where the general study of the exterior world is occupied with natural phenomena such as falling stones, the flow of water in rivers, wind and storms, lightning, day and night, the song of birds and music, etc.

As he has hitherto studied natural objects in their external relations readily perceived as regards locality,

time, mode of life, etc., Froebel now proposes to consider the works of man in a similar manner. He introduces this subject, saying: "Look for works of man which you can find in your neighborhood, and point out their properties." There are found a house, a village, a highroad, a bridge, a city, a wall, a plow, a cart, a signboard, etc. They differ in respect of their origin, their material, their purpose, and use. They serve man as dwelling place and for protection, as tool or instrument with which to make something, as means of transportation or of amusement, or they may only be works of art or products of the human intellect and power.

"Which works of man serve him as dwelling places?" Houses, villages, cities.

"What characterizes a city?" A great extent of streets, alleys, market places, stores, shops, a great variety of buildings, a city hall, courthouse, etc.

"What causes the greatest differences among the houses of a city?" Their destination, or use.

"Mention differences in that respect." Some are dwelling houses, some houses of business, some public buildings, some houses of amusement and display.

"Name different kinds of houses of business." There are shops, factories, retail stores, warehouses, hotels, office buildings, etc.

"Name different kinds of shops." There are shops of carpenters, horseshoers, tailors, saddlers, shoemakers, cart and buggy builders, bakers, weavers, plumbers, gas fitters, cutlers, etc.

"What characterizes a shop?" The tools, instruments, and machines of the trade.

"What tools and fixtures are found in a carpenter shop?" "In the shop of the horseshoer?" "Of the tailor?" (To be continued throughout a long series of trades.)

"What purpose do shops serve?" They serve to produce, to fashion, or to create something.

"What things are made in a carpenter shop?" "What

in an upholsterer's shop?" "What in a smithy?" (To be continued to the end of the list.)

In a similar manner let all the other buildings of the city pass in review: factories to be treated like shops, warehouses to be distinguished by what they contain. Hotels and office buildings are most remarkable for size and peculiar interior arrangements.

"How do retail stores differ?" Chiefly by what they contain. The contents are either food supplies, sold by weight or number or package; or fabrics sold by yard measure; or furniture and other goods for the home; or metal goods and tools; ready-made clothes and shoes, etc.

The stores containing food supplies are called groceries. The goods are either of domestic growth or manufacture, or imported from foreign countries. Let sorts of groceries be named. With those from foreign lands connect the information where they come from and why they cannot be produced at home. Compare the land, climate, and inhabitants of the foreign country with those of ours.

Stores containing fabrics selling by the yard are mostly called dry-goods stores. Dry goods are of domestic or foreign manufacture, and may serve to introduce some information on foreign lands and on the circumstances enabling them to import some goods but not all sorts of them. Distinguish between woolen and cotton goods, also silk and linen, and connect these things, again, with different countries and nations, and the peculiar conditions of each by which they differ from our own country.

In a similar manner consider the whole list of retail stores, their importance for the life of men, and their connection with the manufacturing interests.

Hotels may offer an opportunity to speak of traveling and transportation in general; of the means of transportation in olden times, of the origin of stage coaches, railroads, etc. Office buildings may supply an occasion to compare office work with the labor of tradesmen, and an office business with other kinds of business.

Public buildings are different according to the business

done in them. There are schools, churches, hospitals, asylums, houses of refuge and charity, courthouses and prisons, libraries and museums, administrative offices, post-office buildings, etc. Every kind of public building shall form a subject of discussion between teacher and scholars. The life and institutions of society and the state must be explained in connection with these places so far as the children are able to realize them.

A. H. HEINEMANN.



SPRING comes hither;
Buds the rose;
Roses wither,
Sweet Spring goes.

Summer soars;
Wide-winged day
White light pours,
Flies away.

Soft winds blow,
Westward borne;
Onward go
Toward the morn.

GEORGE ELIOT.



WHERE THE CHILDREN OF THE NATIONS WILL BE GATHERED TOGETHER.

THE Children's Pavilion of the World's Fair is well under progress, and while its gay garden-roof will scarcely be so extensive as to cover all the babes of the world at one time, in one generous embrace, it will amply cover their interests. The building stands opposite the south side of the Woman's Building, under the shadow, as it were, of the mother building. The ground floor of the Children's Building measures 90x150 feet, and is divided into a full east end assembly room, a reception room, double-storied gymnasium, waiting apartments, and nursery rooms. The second floor has provision for a Kitchen-garden, Kindergarten, Slojd room, and Deaf-mutes' schoolroom, beside toilet, resting, and lounging rooms.

As has already been made well known, the wall spaces of this building suggest an excellent opportunity to present pictorial and decorative art to the children through their best-loved fairy tales and myths. The artist in charge of the interior decorations is accomplishing this very successfully in a frieze consisting of a series of picture panels, alternated with favorite inscriptions and classic designs. The side walls beneath the frieze will be used for the general

exhibits of children's books, clothing, historic pictures, etc.

It is the general assembly room, occupying the east end of the building, and measuring 86x34 feet, which is to have principal attention as to decorations. The east wall of the room being cut by groups of windows in twos, admits of a paneled frieze decoration. The opposite wall being an interior, has mottoed panels corresponding to the window spaces. Among these mottoes are the following well-known and inspiring inscriptions:

"Let us with our children live."—*Froebel.*

"Trailing clouds of glory do we come, from God."—*Wordsworth.*

"A little child shall lead them."—*Isaiah.*

"Little children, love one another."—*St. John.*

"And babes shall rule over them."—*Isaiah.*

"Suffer little children to come unto me."—*Jesus Christ.*

"We live by admiration, faith, and love."—*Wordsworth.*

Alternating with the large figure-piece panels are bull's-eye decorations representing the twelve signs of the zodiac, and original designs of children at their favorite pastimes and occupations, field excursions, and athletic games. In executing the zodiac sign, with babes for the central figures, the artist has used delicate pinks and reds, making a most original color effect. The general color scheme of the decorations is fresh, but soft. The backgrounds are largely in yellow, with plenty of blue in the figure draperies. The panels are set in decorative borders of conventional wreaths of holly and laurel.

Did you know that the fairy tales which were our favorite daydream companions when children, and which we in turn tell the little ones today,—did you know that these same fairy tales have been told in one form or another since the beginning of time? Did you know that the story of "Cinderella" was told in the Egyptian days of hieroglyphics? Did you ever think how these universal stories have become inkknitted with the very life of universal history? The child-thought of the races has always expressed itself in song, story, or legend. These little by little have grown

into the literature of the world, and have now an allegorical, symbolic meaning to all who have hearts to interpret them.

The artist's noble purpose, in presenting the favorite tales of the children of all times in the Children's Building, is to clothe these thoughts anew in simple, sincere, child-like forms and pictures. The floods of pretty, fantastic, temporal pictorial literature of today miss the great need of the child, who by nature demands the classic, the simple and sincere.

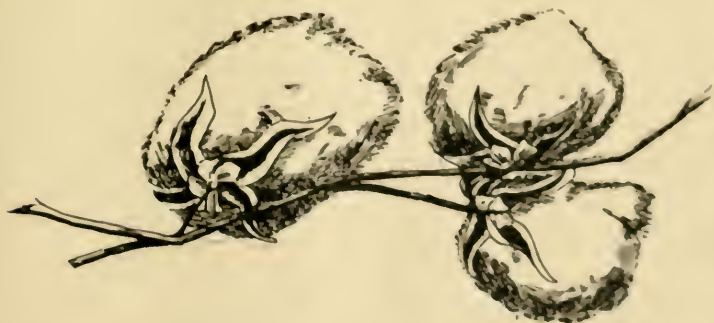
Every educator who has honestly considered the value and influence of right pictures will find in this handling of the universal fairy story, the most sincere effort to counteract this fantastic tendency. The subjects and designs selected for the decorative frieze of the assembly room are as follows:

The Briar Rose, of which we give a sketch at the head of this article; the Child Princess waiting for her ideal prince to awaken her,—as many great educators have interpreted it, the individual waiting to realize his ideal life. This composition is executed in soft greens and rose color, the sturdy briar having overgrown the spinning wheel, couch, and maiden, until discovered and thrust aside by the brave and loyal prince. The Boy with the Golden Goose is taken from a tale of the Grimm Brothers, and shows the noble boy—noble by virtue of his generosity to the thirsty man of the woods—carrying his reward of the golden goose up the hill slope to the castle beyond, and trailing after him the children and priest of the village, who fain would possess themselves of his good fortune. Cinderella is pictured in the homely kitchen, the prince fitting the slipper of right deserts to the unassuming foot. Red Riding Hood, the Boy Siegfried, and the Singing Children close the set of six large (ten by four feet) panels of this assembly room.

The dainty reception room, at the right of the entrance, has a ceiling piece, of sky blue fleeced with dainty clouds, and the astronomical group of the Pleiades, represented by dainty cherub forms, intertwined in a joyous movement, battling each other with delicately colored flowers.

The library, directly over this reception room, will be ornamented with a frieze of ivy and shield designs, each of the garlanded shields bearing the name of some poet, pedagogue, painter, sculptor, or musician who has done honor to little children. All of these various decorations will make a most interesting study in themselves, and will bear testimony, as does the entire building, to the inspirational presence of little children.

The subscription fund for these decorations, now in the hands of a committee of educators, artists, and parents, is growing steadily. The children alone have contributed over a hundred dollars, and several schools have worked together to secure the various panels for souvenir decorations of their home schoolrooms after the Exposition is over. The names of all contributors will be recorded in full in the building, and all others desiring circulars or information may secure same by addressing any one of the committee, whose names were formerly published, or the editors of this magazine.



EDITORIAL NOTES.

How SHALL we organize a free Kindergarten association? This question comes in every mail bag of Uncle Sam. There is no one specific answer, since no two conditions, or sets of people, are alike. The person or persons desiring to organize an association must first of all become thoroughly intelligent on the subject of the Kindergarten, and seek to carry conviction to others, that the dignity and solidity of the work may not be underestimated. The duty of the Kindergarten association is double,—that of providing better methods for the training of little children, and the education of the adult generation in the force of these methods.

A small organization, with active working officers who aim to support one Kindergarten and grow in influence, purse, and membership in proportion to public sentiment, can never fail to be a success and a power in the community. In large cities the needs are greater, as is also the working material. Practical results are always reaped from public lectures, newspaper discussion, and strong coöperation among the members of the association. The daily Kindergarten in operation will be the constant object lesson by which to convince the indifferent, and about which to center all the association's interests. In a small community some one strong Kindergartner makes the best nucleus for an association, especially one who has a permanent interest in the community, and one who has strong womanly qualities and experience.

It is usually the parents who open this work, either by establishing a Kindergarten or organizing for study and discussion of practical home problems. The work must succeed where the mother element is kept conspicuous in the management, for the first purpose of helping the children will never be lost sight of in the secondary consider-

ation of supporting the organization. The latter exists only as a means to the better end, and should never demand more attention than is essential to the practical, sensible business operation of the Kindergarten.

ORGANIZED work is the sign of the times. Kindergarten associations are forming all over the country in response to this national tendency. The consolidate power of many individuals, each yielding according to his measure, compels success. There is one danger in these organized labors, and that is, of bringing together too many individuals before the cardinal end and aim of organization is shaped and crystallized. It is a difficult task to educate a large body of workers who have been brought together from various motives, one bringing influence, another money, and a third enthusiasm. The Kindergarten is a delicate mission and demands intelligent service. If every member of every Kindergarten association could consciously aim at the same target, that of true child training, the work would in every case be permanent, harmonious, and wholesome.

THE needs of no two Kindergarten associations are the same. But the constitutions and by-laws should in each case be clearly defined. The *object* of the association should be distinct. The duties of every officer and active worker should be unmistakably indicated. The Kindergarten, above all others, should keep her work a most convincing, acceptable object lesson in the best and most impersonal way, holding the children her *first* duty, the association her *second* duty.

PRACTICE WORK.

BUILDING GIFTS AND HOW THEY HELP THE CHILD.

All children build. Whether with scraps of paper, wood, stones, or stubble, they still express the human instinct to construct, to make something. The law of growth is "up and out." The plant's growth is one kind of building, the animal's activity is spent upon burrowing, digging, nesting, and upheaving. By instinct all nature builds, expands. What would happen if the beaver were cut off forever from plying his instinctive work? Would a bird be a bird if she were deprived of building her dainty nest? Many children are crippled in their efforts at similar activities, which are as truly inherent, instinctive, and self-existent.

The building gifts as appropriated by the Kindergarten, meet two very marked tendencies of the child:

First, the tendency to investigate; second, the tendency to transform and transcend materials.

The unguided free play with the building blocks common to many homes is good. The directed, educative work, with given and limited materials in the school, may be and usually is much better. The man who is full of the investigative spirit makes the best mechanic. The more he knows of the principle of construction in bridges, buildings, or engines, the better he manages his turning lathe, his saw mill, or his brick kiln. The material which constitutes the Froebel building gifts is calculated to open children's eyes to the constructive possibilities of raw materials and at the same time train the hands to test and try construction.

The essential object of the building gifts is to develop the *constructive* powers which lie in every child. Their next importance lies in the fact that they afford striking perceptions of form, size, number, relation, direction, and

position. There are a few sensible and practical rules to follow in all the building work given to children in the Kindergarten, which cannot be too frequently repeated.

A limited amount of material, well used, is better than much bewildering variety, which overcomes the child's humble effort. When working with the Third Gift (the two-inch cube made up of eight one-inch cubes), use all of the material in each form made, whether it be form of nature, beauty, or geometry. All unused material is wasted and dishonored material. A due respect for the very brick and mortar, as well as for the workmen who transform these materials into palaces, is as essential in the child's development, as was Aladdin's effort at rubbing his wonderful lamp before it supplied his desires.

Again, using all the given material of the gifts keeps constantly before the eye and mind of the child the relation of the part to the whole. Each part is of value only as it contributes to make the whole complete.

Building accurately and neatly, according to the measurements of the squared table, at once brings the child's play building under the fundamental law of all building,—the law by which stone rests upon stone and arch upon pillar. By giving a name to each form or object produced, the word and object are connected and interpret each other naturally. Also connect the building with the child's own experiences, to increase his interest and extract involuntary freedom.

Begin with forms of life, and proceed from these everyday acquaintances to forms of beauty and proportion. When one form is to be succeeded by another, do not encourage the "tumbling-down" process, but do encourage the transforming of one object into another. Law and order rule everywhere in nature, and the child may soon see its beauty as well as its practicability.

With little children give much freedom in the use of building materials, limiting the latter only according to the child's grasp and skill. By a suggestion here and there, secure your progressive results, rather than through

directions or dictations. With children over six years emphasize to their attention, number, form, and language.

The four building gifts follow the development of the child logically, and supply an ever-increasing variety and quantity of material. This secures economy of effort and substantial results, according to the child's ability, but not always according to the adult's precocious expectancy.

Kindergartners all along the line are mastering the essentials of their method, so that they secure better and more logical results today from the children, and better self-directive work than ever before. One of the best means to this desirable end is to yourself thoroughly master every detail of the materials, every possible use and construction of same, every technical value or property, and when full to the brim of the marvelous possibilities of the materials, bring them to the children, full of confidence, conviction, and information. Do not give all you have thus won to the child, nor expect him to win in the same way or the same degree; but *you* become a background, a suggestive atmosphere in which he creates and constructs and investigates.—*A. H.*

SONG FOR THE SECOND GIFT.

(Sung to the tune "An Owl and a Pussy Cat went to Sea.")

Three little friends go out to sea
 In a beautiful nut-brown boat;
 They take some honey and plenty of money,
 And are wrapped in a nice brown coat.
 Let them sail away for a year and a day,—
 My cylinder, cube, and sphere;
 O'er the calm blue sea they'll return to me,
 When my welcome voice they hear.

NOTE.—The "three friends" walk up the gang plank (cover of box), into the boat (box), and after children load the boat with play honey and money, the "friends" go for a sail over the calm blue sea, the children singing meanwhile. The "sail" is a tiny handkerchief attached to the mast (stick fixed in the hole at the end of the box). Modeling the "three friends" in clay would be an interesting occupation for this day, and the children will enjoy "Row, Lightly Row," in the games.—*Mattie P. Todd.*

SOME PROBLEMS WITH THE FOURTH GIFT.

1. Build a church 4 inches high, 4 inches long, with a window 2 inches high, 1 inch wide, and a steeple 6 inches high.
 2. Make the wall of a house 4 inches high, 5 inches long, with two windows 2 inches high and 1 inch wide.
 3. Inclose a field 4 inches long, 1 inch wide, with a gate at each end 2 inches high.
 4. Inclose a field 4 inches square.
 5. Inclose a yard 6x1 inches.
 6. Make a box 3 inches wide, 2 inches long, 2 inches deep.
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OUR QUESTIONS ANSWERED BY VOLUNTEERS.

The set of twelve questions presented to our readers in the February number has called forth many excellent answers, and instead of publishing one set only, we present the best answers culled from all. The set of answers which was most practical and clear, as well as convincing to outsiders, came from Youngstown, O. There were twelve sets of answers, among which it was difficult to select the preferable, and we took as our basis of decision, clearness and directness to the point.

Question 1.—What is the special gain in moral development, through the child's attendance upon a good Kindergarten?

(a) Under the guidance of a good Kindergartner, in a little community of his equals, he becomes conscious of the rights of others, and respects them. He learns to love all good and the Giver of all good.—A. B. F.

(b) What the world needs most to day is character. The child is taught in Kindergarten to do right because it is right. Boys and girls trained in a Kindergarten will stand for the right, will be virtuous and law-abiding citizens, learning that a good name is better than riches.—A. G.

(c) In the Kindergarten, children practice in their daily life and intercourse with each other, all the habits and virtues necessary to a well-ordered moral character. Especially is the habit of industry acquired. Industry is the

root of all virtue, as sloth or indolence is the root of all vice.—F. M. S.

(d) Association with other children. In order to develop the moral nature of the child, he must be placed in a community of his equals, where he may be led to form ideas of right and wrong based upon a consideration of the rights of others and of his own rights as well. Manual training is indirectly a moral gain.—A. P. M.

Question 2.—Does this training develop a love of truth?

(a) Seeing the great truths in nature, presented by the Kindergartner in ways adapted to his understanding, the child comes to feel that *only* the truth is beautiful and will satisfy; and thus a reverence for *all* truth is born, and becomes a part of his life.

(b) In the building plays every block stands true and square. In the occupations the child learns to be “true to the line.” He comes to know and love the truth and beauty of material things. As a man thinks, so will he do. True thinking makes true doing.—M. S. M.

(c) The morning talks, the presentation of gifts, the songs and games present only that, to the child, which is good and true; thus he breathes the very atmosphere of truth, imbibing it into his own nature.—I. M.

Question 3.—Does it make the child kinder to other children, and more humane in the treatment of animals?

The “golden rule” receives its best interpretation under the guidance of a wise teacher, respect for person being its first step. Interest in living animals being ever present in the child, the kindly spirit of care may be imparted.—H. M.

Question 4.—What influence does the Kindergarten have upon the happiness of the little child?

(a) It makes him tenfold happier; he is thrown into a social community where he feels at home, finding on all sides thinkers and workers on his own plane or level. He feels, too, that he is *doing* something; and what gives man truer happiness than the realization of work well done?—A. R. G.

(b) One only needs to become a frequent visitor to the Kindergarten to see the most morose disposition gradually yielding to the genial influence, as the bud responds to the appeals of the sun.

Question 5.—How does the Kindergarten aim to train the eye, the hand, and the voice?

(a) It trains the eye to quick perception, accurate measurement, ear to accurate hearing, thus voice to imitation of sounds and to be subdued, pleasant; touch light and delicate; and the hand, to do the bidding of spirit, intellect, and physical nature, must be trained, while muscles are soft and pliable, to flexibility.—M. S. J.

(b) The eye, to see the relative proportions of form, true gradations of color, and the beauty and harmony of the visible universe; the hand, the skill to reproduce in various ways the impressions made upon the mind's eye; the voice, to softness and clearness of intonation in language and rhythm.—L. P. C.

Question 6.—Does the child who has been trained in the Kindergarten, as he grows older, see more in nature than the child who has not been so trained?

(a) The child trained in Kindergarten has learned to recognize the harmony that prevails in all nature, and as he grows older that increases, until he sees through nature up to nature's God; while the child not so trained lacks harmony. Most children have this harmony naturally, but it is cultivated and made stronger by the training received in Kindergarten.—A. G.

(b) The Kindergarten child finds wonders and beauties everywhere, unseen by those not so trained. He finds he has eyes and can see, while many go through life having eyes but seeing not.—L. C. H.

The last six of the original twelve questions, as answered by various Kindergartners, will be presented next month.

THE BOWED HEAD VS. THE UPLIFTED EYE.

It is the custom in many Kindergartens to sing the morning prayer, since, it is argued, a musical expression is more reverential than the spoken words. But why should either the children or adults be expected to bow their heads during this singing? It is a physical impossibility to sing sweetly when seated, with hands folded and head bowed low. It is only after long experience that a grown

person can close his eyes and utterly forget himself in his prayer, and continue so undisturbed during sudden or suspicious noises. The children will peep, and many, with one eye on the teacher, at best only imitate her posture.

When a bird sings his morning hymn of praise, his head is well up, his throat expanded, and he perches himself on some high tree. Why should not our children, looking upward, sing out their little prayers with fullness of heart and voice? It has been asked what is to be done in the case of a child who is worse than inattentive at the morning exercises,—who deliberately disturbs the intended sanctity of the time. The Kindergartner or the parent can do much by setting a correct example in the way of being sincerely devout, the attitude entirely reverent, tone of voice and choice of words in keeping. But with her own eyes closed and head bowed she can never gather in all the unsympathetic ones as she can with eyes lifted, and her whole soul reaching out and up.

The child does not always understand why the head should be bowed at this time. He may acquiesce to the tradition of its being "prayer time," but how much better if it is made the uplifting time, in every movement of which he can participate! It need be none the less prayerful, devout, or reverential.

I once saw, in visiting a Kindergarten, a most charming as well as suggestive picture. At the morning circle, the talk had been about the light, and Spring sunshine. During a moment's quiet the Kindergartner said: "Shall we all say Thank you, to our Father? Come." She arose, and the children came. Gathered close about her in the center of the room, eyes lifted and voices soft and sincere, all said together: "Father, we thank thee."

No one form or set of forms will bring true reverence. This Kindergartner had the full confidence of her children, and when she felt full of gratitude, they joined with her. The buoyancy which comes with such strong feeling as gratitude, love, or gladness, seeks an active, not a passive, gesture with the child.—*H. B.*

HOW SHALL WE ORGANIZE MOTHERS' CLASSES?

This question comes from many Kindergarten centers. Mrs. L. W. Treat, of Grand Rapids, answered it recently in a public talk, in this way: "I try to have the mothers feel that my work is to the same end as theirs,— the good of their children. Once a month at least, I call a meeting at the Kindergarten, of whatever class the mothers of my particular children may be. The first time I write a note to each mother, on a slip of the bright folding-paper, sending it home by the children. I say in the note, 'I want you to meet me this afternoon at the Kindergarten, to talk over your boy. I am working for Harry, and I want you to help me.' This appeal can never be refused by any mother who has a heart for her boy or girl."

Another charming way taken by a Kindergarten to interest her mothers in her work, is to send a circular letter to those who know nothing about the work. The following is a copy of one of these letters, which was headed:

HAVE YOU SEEN OUR KINDERGARTEN?

If not, come in any morning and you will see some very happy little people, as well as very busy. How old are the children, and what are they doing? They are from three to six years old, and they are doing in their own little world exactly what big people do in theirs. The first thing in the morning they come in and sit down in a circle in their small red chairs; all hands are reverently folded, and with bowed heads a simple prayer is said, that each child can and does understand. Then a hymn is sung, and a song about the weather, after which the children listen to a story, which is always based upon some great truth which it will help them to know; and more songs follow, until a half hour is consumed. This is followed by a five minutes' march about the room, going to the tables at the end of this time, around each of which are seated ten or twelve children. The Kindergarten then gives her lesson, which is done by means of a series of what might be called educational toys; in Kindergarten parlance they are called "Gifts," and are designed to teach form, color, position, direction, and size, as well as always to embody some great truth, such as the principle of unity in variety, the inter-

dependence of the trade world, the law of compensation, and the like. To be sure, it is all play, and these little people know these laws only in their practical application; but that is all they need to know. Then follows a half hour of merry typical games. They are blacksmiths, carpenters, shoemakers, etc., and through imitation are learning about the trade world and becoming thoroughly in sympathy with labor of various kinds; or they are squirrels, pigeons, chickadees, and through enacting the part, a tender feeling of nurturing care for anything that is weak is awakened. Everything that is seen, heard, or read they are allowed to dramatize, thus leading them to be original and to gain power of expression. After the games, a half hour is given to what is called "occupation work," which means sewing on cards, weaving bright paper mats, cutting paper in forms, folding paper very accurately, pasting circles, squares, etc., of colored paper in books (for neatness of work and lessons in color and design), and modeling in clay. Only one of these comes in one day, however. By means of this hand work, the child learns to express the impressions he has received, and gains skill of hand. It is all play to him, and he is joyous and happy throughout. Then comes another march, with simple physical exercises, the children going to the circle and singing the following:

Little songs and little dances,
Little tasks and games are done;
Merry hearts and smiling glances
Through the nimble hours have run.
Good-by, good-by!

And what is the charge for all this? A dollar a month; and in connection with this are mothers' meetings, held once a week at the hall, where mothers and Kindergartner meet and pass a pleasant hour or two in reading a very helpful and entertaining book upon the training of children. Mothers relate their experiences, and quite often amusing stories are told, the program being varied by music, either vocal or instrumental.

The circular letter closes with a cordial invitation to all who wish to know more about the Kindergarten to call and witness any morning session from nine to twelve, and is signed in full by the director of the Kindergarten.

WHY AND HOW TO BUILD PROGRAMS.

There are as many ways of arranging programs as there are Kindergartners; but the fundamental principles should be the same.

The program at best is a mere skeleton, and becomes a living reality only when *worked* out in the daily lessons; consequently it is impossible to *write* out a program that will contain the *whole idea* of the plan, in a way clear enough to be perfectly understood by others.

One of the alarming tendencies of programs is the looking after details rather than principles. In a program arranged upon the study of the "cow," the Kindergarten had made pans of cardboard, and covered them with tin foil, for each child. This was an unnecessary expenditure of labor upon details that the imagination of the children could have supplied, and which as Kindergartners we call upon them to exercise in every way, as it is one of the main factors in the development of mind and will.

As a Kindergarten becomes more experienced her programs show less and less of the detail, and hold only the outline of the material and the subject thought; and with many of our leaders in the work, it is quite possible to carry on the daily work with hardly any design of a program.

This is not a wise plan for an inexperienced Kindergarten to follow, as one of the best effects of the program is the disclosing to the Kindergarten her own weakness and strength, at the same time making evident her progress. It also makes definite the aim of each day's work, and thus the progress of the child is readily ascertained.

Many claim that there is a tendency to become mechanical in following a program. At the same time, too much attention should not be paid to the caprice of the children; for if children are given *carte blanche* they will construct the most nonsensical experiences out of nothing. The Kindergarten must find the happy medium.

When a child has a real experience,—as a trip, birth

day, or a new baby at home,—it is well to let the new idea predominate; but as it often happens in our public Kindergartens, a child comes with his mind full of a masquerade or a street fight; then it is better to pass his experience over with as little public comment as possible.

The selection of subjects for consideration is very interesting. There are innumerable subjects all about; but in choosing one for a month's work we should follow the Froebel idea,—viz., taking those that stand as *types* or representatives of a class.

For instance: the subject for February was "Patriotism," and George Washington was the *type* of a patriotic man about whom was grouped all the characteristics of a loyal citizen. Through these stories and songs the children were led to a conscious realization of the true relationship of every man to his country.

The same principle should be employed in the choice of industries for a monthly subject. In the "Mother-Play" the game of the "charcoal burner" is given, being one of the type industries that the German children were familiar with, at the same time having the thought of heat as one of the great forces of nature behind it. The coal miner will have to stand for this thought with our American children.

In the games of the blacksmith and carpenter we have typical industries, the first representing the workers in metals, the second workers in wood.

The educational value of these games is evident, for with such possibilities it seems a waste of time to spend it upon the lesser industries of washing and ironing. The same habits of helpfulness and industry are inculcated, and the work of the Kindergarten is placed upon a much higher plane.

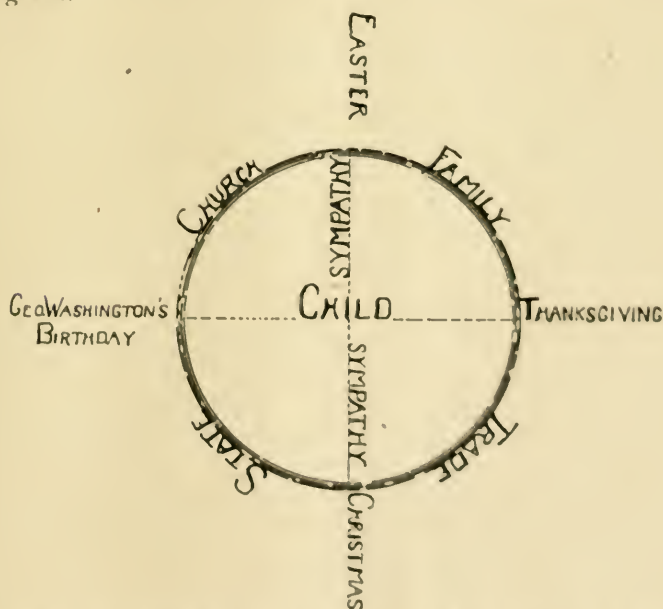
The *year's work* should be planned first as a whole. A week-to-week program without a year's plan is very much like placing one brick upon another without an architect's plan for the structure.

Each day's work makes possible the next, and only

from the ideas gained today can the work of the morrow proceed.

The following principles will be found in every Kindergarten's notebook, and are the foundation for intelligent programs: "Remember that the gifts, occupations, and games are a unity, and should treat of the same thing; that they are used to stimulate observation and lead to self-expression; the tools of the Kindergarten are the right means through which the child is brought into conscious relationship with the world about him."

One Way of Planning a Year's Program.—Conceive the year's work to be a circle divided into four parts, like the diagram.



Place the diagram circle upon the first page of a good-sized blank-book, and divide it into four parts to correspond with the four sections. Arrange upon the second page the schedule of time; upon the third page classify all the songs that illustrate the "family" thought, or are in harmony with the time of the year; upon the fourth page

all stories that embody the same idea; upon the fifth page all games that can be used to illustrate the same thought; upon the sixth page the material, gifts, and occupations that will be used for the time.

For the second, third, and fourth divisions of the year, classify all the songs, games, and stories in the same manner.

The next thing in order is the survey of the month,—the special holiday it may contain, or the natural phenomena that characterize it.

The week's program is now in order: first, the arrangement of material. It is best to follow the geometric succession from the solid to the surface, and so on; for the gifts are a unity, and whatever is revealed in one can be repeated in the others, as Froebel's idea was to place these typical forms before the child in as many different ways as possible, that through repetition he might grasp the idea of form, and abstract from it the qualities that are common to all, thus finding "unity in variety." This arrangement need not be "ironclad." Any other arrangement than the so-called "logical sequence," if adapted to the needs of the children, is in the true spirit.

For the day's work, choose the song that will give the keynote; then the story that will illustrate the idea in the song, and follow it up with the gift work and games. Many other ideas enter into the day's work; but the Kindergarten harmonizes these with ready tact, and thus the children see the "relation of all things."

Explanation of Diagram.—The center of the year's work is the *child*. Through *sympathy* we reach him, or come into a harmonious relation with him.

From the first of September till Thanksgiving the work is grouped about the "family" thought, or home life; not but that the average child knows many other things, but the idea is to strengthen his love for home by comparison with all family life, especially that of the animals. This teaches him respect and kindness for all creatures lower in the scale of creation than himself. During the same time

he becomes conscious of his dependence upon nature for food, and man's mastery over nature by the use of the elements found in it.

After Thanksgiving the trades are introduced, and the interdependence of family and trade life is soon realized. The spiritual thought in family and trade culminates at Christmas in the "mother" and "child."

After Christmas the work broadens to the union of all families in the state. The soldiers then stand as a protection to the homes, not beings who parade aimlessly in blue uniforms. The true patriotic spirit is aroused through songs and stories of brave men, and the children realize to some extent the respect due to our emblem, the "stars and stripes."

Thus early the future citizens of our republic are grasping the idea of loyalty to home and country.

As Easter draws near, when all the seeming death of nature has awakened to the glad praise of the Giver of all life, what more fitting than that the symbol of the resurrection should bring the child into a consciousness of God's presence upon the earth, in His symbol, the church?

All through the year the child has felt unconsciously the divine influence in the quiet, reverent attitude during the hymns and at grace; but now, with all nature teeming with the suggestiveness of a divine life behind all things, the child expresses his conception of this great truth.

The Kindergarten is not a place to teach doctrines, but it is the place to lead the child to the right idea of the divine love for all mankind, and to give him a chance to express his conception of love in his every-day experiences.

Let us, as teachers of little children, surround ourselves so completely with this love, that our little ones may instinctively feel that we have been with the "One that is altogether lovely."

The four phases of the year's program are in harmony with the life surrounding the child, and now as the year's work draws to its close, all things join the child in his praise to the Creator.—*Beulah Douglas.*

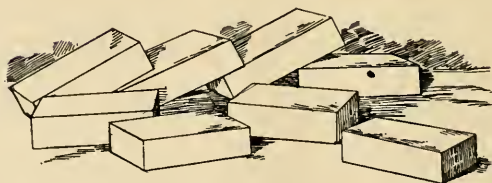
THE FOURTH GIFT.

(Illustrating the various positions the brick may assume.)

I.

LYING.

Here are eight pretty children
 Lying fast asleep.
 Shut tight, blue and brown
 Do not even peep.
 No crying,
 But lying
 Asleep.



II.

STANDING.

Halt now, my gallant soldiers,
 And stand in a row.
 Don't forget to stand up straight;
 Shoulders square,—just so.
 Heels together
 At all times, whether
 You stand or no.



III.

SITTING.

Here are the eight children
Sitting in a school:
They must all sit very still;
That will be the rule.
Still feet,
Smiles sweet,
In school.



Esther Jackson.

INTERDEPENDENCE IN THE KINDERGARTEN. — RELATIONSHIP OF
DIRECTORS AND ASSISTANTS.

A great deal has been said about interdependence in the trade world, in civic life, and in social relationships; how much of this theory has been applied in the Kindergarten? The Kindergarten should portray an ideal community life. The great criticism that has been passed upon almost all social reforms has been that their advocates did not understand human nature, and until human nature should be radically changed, the motives which now appeal to men and women and influence them in their conduct, would be apt to continue to so affect them. This point cannot be made against the Kindergarten, for everyone will admit that little children are as near an ideal state of mind as it is possible for the human soul to be. The only impediment in the path of the Kindergarten being absolutely a perfect type of community life, lies in the fact that, owing to the immaturity of the children's minds, they cannot be wholly self-directed. The director and her assistants come in to supply this need, and by suggestion lead the children to use all the powers they have, and by so using them, to develop and strengthen

their inner being. Then, the part which the director and her assistants play is a very important one, and their relationship to each other in turn, should be an ideal one. Is it so? If not always so, wherein lies the difficulty?

First of all, everything in the world around us, or in the universe which God has created, is well ordered. Each thing has its place, and there is a clearly discernible method in the gradual development and unfolding in the order of events, and a continuity, an inner connection, as Froebel would say, in the very essence of their being. So it should be in the Kindergarten; for the laws of the Kindergarten are but the laws of development, of growth, applied to the human mind. As in the physical world we find one of the first requisites of life itself, to say nothing of growth, is a pure atmosphere, so in the intellectual and moral world, a pure and spiritually clear atmosphere is the first requisite of life and growth in its higher development.

All are influenced by the spiritual atmosphere in which they live; but the little child, whose soul is far more keenly alive to every touch from without than the most delicate sensitive plant that ever shriveled and shrank from contact with the human hand,—what shall we say of the importance of having an absolutely pure and true moral atmosphere where these little souls are hived together, where if one receives life and strength and daily assurance to push forward on the right path, twenty or thirty or forty more receive sustenance from the same source? For it is the Kindergarten who lifts up and holds in her hand the entire spiritual tendency of her Kindergarten, to make or mar, as her inclination or ability may determine. Is this hard? Is it a difficult thing to always live on the mountain heights? Is it a difficult thing to be a mother? to be the center of light and life and sunshine in the household? The true Kindergarten, you know, is a spiritual mother, and just as responsible for her children, according to her insight and ability. But in reality it is not so hard as it sounds. It only means that one must be true—absolutely true—to oneself and the highest one knows; all the rest follows as a

matter of course. Mistakes are made, that goes without saying; but if the eye is kept upon the mark of one's high calling, each fall will only be a call to arise and again try, and this time to succeed.

First of all, then, is the necessity of having the right spiritual atmosphere in the Kindergarten. What is of next importance? Order; a wise arrangement of every detail of the Kindergarten, which of course requires knowledge and insight to determine.

It is the director's part to furnish a program; if possible, for a month in advance; certainly for a week. There is a difference of opinion in regard to the amount of detail which these programs should embrace. In the extremely detailed program, it has been found that the actual work in the Kindergarten is apt to become stereotyped in the desire to closely follow it out. On the other hand, if there is not enough detail, the work is apt to be vague and indefinite. The happy medium seems to be in that program which clearly gives the general thought of the month, the particular phase of that thought for the week, the names of the stories or songs which are designed to particularly set forth that thought, together with the name of the gift and the occupation reflecting it, for each assistant for every day in the week. This leaves room for spontaneity and freedom of action in carrying out the program, and at the same time gives sufficient food for thought to the assistants, and requires from them originality, if no other help in this direction is given them.

The program should set forth the length of time for each period of the morning; and too much cannot be said of the importance of keeping strictly to the time-table thus furnished, as it induces punctuality, observance of law, a desire to be orderly and systematic, and a love of regularity, which cannot be obtained so easily in any other way.

There can never be any ironclad order or arrangement laid down for all Kindergartens; that would be against the philosophy of the very system itself, the principle, back of all arrangements, alone being unalterable; but the plan of

any Kindergarten which has been found good can be given, and will doubtless furnish suggestions to other Kindergartners. This is a division of time which experience has proven good in one Kindergarten: 9-9.30, opening exercises; 9.30-9.35, march; 9.35-10, gift; 10-10.30, games; 10.30-11, occupation reflecting gift; 11-11.15, march; 11.15-11.45, occupation (same one carried through week, as sewing or weaving); 11.45-12, dismissal.

The gift lessons, in my opinion, should be written out previously by each assistant, and very carefully prepared, and if possible examined by the director before being given. At the beginning of the term, when the work is entirely new to the assistants, the director should, *at the close of the morning*, go over the program for the next day, with her assistants, and give to each two or three distinct and definite ways of giving her lesson, then request her, if possible, to bring another and original plan carefully written out. If she does not feel able to do this at first, ask her to write out one of the lessons which has been given her. Each day will make her task easier; this method has never failed to obtain a mastery of the gifts, if earnestly pursued.

The lessons are not to be closely followed; one should follow the lead of the child; but having worked out clearly and definitely one way, it is not difficult to modify the manner of giving it to suit the needs of the hour. The following gift lessons are selected at random from the lessons prepared for the director by several assistants, kept on file in a Kindergarten where this method is pursued, and speak for themselves:

NO. I.

DECEMBER 19, 1892.—SUSAN BROWN.

Christmas Thought.—(*Hard and Soft Ball.*)

Story of a little boy who found different things in his stocking Christmas morning. In the heel he felt something that seemed to be very smooth and very hard. The children guess that it is a hard ball. Then in the toe of his stocking he found something that was soft and rough. The children guess it is a soft ball. I shall have a hard ball in one corner of the bag and a soft ball in the other, and let the children feel them. There will probably be some doubt about the soft ball being

rough, so we will feel them out of the bag, and find rough and smooth things in the room. One of the children may propose that we play they are Christmas bells, which we can do, and also that they are Santa Claus sleigh bells. One child might say that the bells do not go like the clock; then we could make them go like the clock. Last of all, Jack Frost could freeze over the pond and the hard and soft balls can be children skating, two and two, over the pond.

No. II.

MARCH 9, 1893.—MARY HOLMES.

Blacksmith Thought. (Second Gift.)

Tell a little story by way of introducing the gift, letting some child be a carpenter and make a barn of some of the cylinders and cubes together, this barn having two nice horses in it, tied ready to harness (using balls for horses). Some other child make the large wagon that the children were going to ride in (using cylinders, sticks, and box cover), putting a number of balls in for the children. Harness up horses, and while outdriving, one horse could lose a shoe, so they could take him to a blacksmith shop. Here tell some child to make the inside of the shop, trying to have it use its own ideas entirely. (My way is to use the cubes for the forge, another cube for the anvil, hammers of Second Gift, heads, and sticks; two separate tongs, two workers, head and assistant.) Here let the child who is owner of the horses drive up and get his horse shod, paying for it and driving around home to the barn, putting up horse and taking children out of wagon; getting the gift away by using same wagon, and letting some child be the house-mover and move the blacksmith shop; getting cubes and cylinders away, move the barn and get the remainder of the cylinders away.

The assistants should be given as much liberty of action as is consistent with obedience to the laws of the Kindergarten; and as the latter should be based upon the universal laws governing all human conduct, this means a very great deal. The matter of personal will, or desire to arbitrarily rule, in however slight a degree it is manifested, should no more come into the manner of the director toward her assistants than toward the children. It is wrong altogether, and inexcusable. The interests of director and assistants in the outworking of their daily problems should be identical, and must be, where the right spirit is preserved.

But are their interests really identical? for if they are not, it is useless to argue from that standpoint. Yes, they are; and I will show you how. To the director, her assist-

ants are her charges no less than the children, and present the same fascinating problems in the study of character in a more complex form. But not only that; why does she love her children? Is it simply because of the innate beauty and freshness of their souls, or is it, first and foremost, because she is constantly studying them only to meet their needs, to pour herself, the inner richness of her life, into theirs, and seeing herself reflected as in a mirror? She recognizes the oneness of all humanity, and that deep, deep down in the heart of the universe all things are connected. Is this true of the child? It is no less so of all human beings with whom we come in contact. The fault, if there has been any, has been that directors have failed to feel the close and vital connection between them and their assistants, and their responsibility in the matter. On the other hand, the assistants have not always seen that only by throwing themselves into the bargain, by doing and being their very highest at all times, is it possible for them to attain success in this their chosen calling. Is this, too, hard?

Why, no; it is simple. It again only depends upon being true, upon an earnest desire to do right and be right; all the rest is easy. Again, all minor details of the Kindergarten are important, as they furnish the ideals, the standards for many of the young lives that gain their first strong impressions there. It is generally conceded that cleanliness, neatness, and artistic arrangement of dress react upon the mind and affect the moral well-being of the wearer. So it is in the Kindergarten; the hands must be clean, hair neatly brushed, clothes in order; and by means of a wise selection of stories and judicious praise, much can be done in any Kindergarten to bring this about. Perfect order should be kept in the cupboard where materials are stowed away, order in the method of hanging up the wraps, and in dismissal at the close of the school session. These seem small matters to speak of, and yet it is upon just these small matters that the success of the whole depends. It is a network of interdependencies; one thing is sustained and held in its place by its relationship to its neighbors; and the

more highly developed the nature of any given thing, be it animate or inanimate, the more does it rest upon the solid substructure of that which has contributed to make it what it is. We *are* interdependent, and the more fully we realize this the more do we feel the unity of all life, the nearness of God to his creatures, and more than all else, the brotherhood of man.— *Minnie M. Glidden.*

LITTLE VIOLETS.

Little violets come in Spring;
Little violets always bring,
With their pretty purple hue,
Rainy days, and sunshine too;

Else how would the violets grow,
And the other flowers we know,
If God did not send the showers
And the sun upon the flowers?

Then to God our thanks we give
For the world in which we live;
For the lesson from the flower,
From the bird, the bee, each hour.

— *E. D. Worden.*

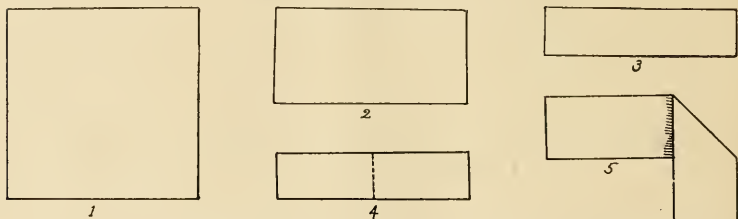
MAV.

Going to school one day,
They fell out by the way;
"Tis mine," cried he;
"Tis mine," said she.
A gentle hand on him was laid.
"The earth's the Lord's," a soft voice said;
"The world, and all that is therein,
And we ourselves belong to Him."

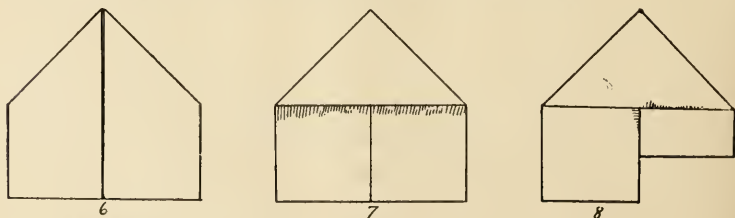
M. N. N.

A DRESS SHOE IN PAPER FOLDING.

While the shoemaker is the topic of discussion in the Kindergarten, the children are happy to play at making shoes; but their delight is far greater when they find a way to *really* make a shoe, and that out of material with which they are familiar. The following life form can be successfully folded out of soft paper such as the Japanese napkin, and could be used, when folded in the large of the napkins themselves, to decorate a Kindergarten's four-o'clock tea table. At the Kindergarten each child is given a piece of glazed cutting paper (black, brown, or red), five by five inches, and the following directions carried out:



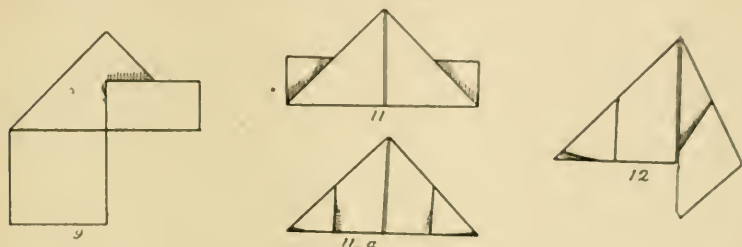
1. Place your square of paper on the table, edge in front, white side up.
2. Fold the front edge over to the back edge, and crease well.
3. Fold the front edge over to the back edge and crease well, making a narrower oblong.
4. Fold the right edge of your oblong to the left edge, crease, and then open the last fold, leaving a vertical crease in the center.
5. Fold the back edge of the right oblong so that it will coincide with the vertical line in the center.



6. Repeat the same fold with the left oblong.

7. Turn this form over, so that the triangle and two small squares may be seen; apex of the triangle at the back.

8. Fold the front edge of the square at the right, so that it will touch the base of the triangle.

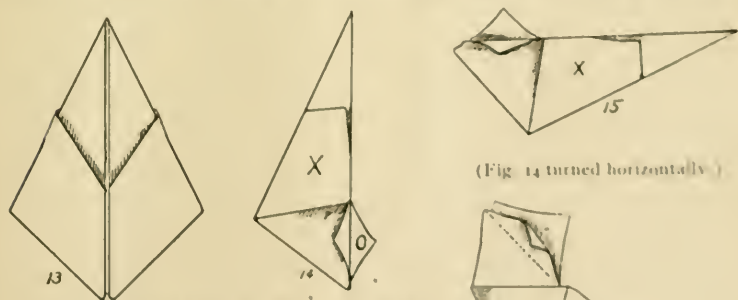


9. Fold the oblong at the right, up over the triangle.

10. Repeat the last two folds with the square at the left.

11. Turn the form over, showing the two smaller triangles and part of each of the oblongs; then fold the corners of the oblongs that protrude, over the longest sides of the triangle.

12. Fold the longest side of the triangle at the right, so that it will coincide with the vertical line, or central crease.



(Fig. 14 turned horizontally.)

13. Repeat fold No. 12 with left side.

14. Fold right half over upon the left half. (In making this fold, the part of the oblong which was folded over the triangles, by the latter part of fold No. 11, will free itself; marked o in illustration No. 14.)

15. Hold the point of the form firmly between the right thumb and pointer finger, and with the left thumb and

pointer finger draw the parts marked X in Fig. 15 toward the left, and the last illustration shows the result, when the toe of the boot has been duly curled.—*Pauline Ash, Baltimore, Md.*

OUR PRACTICAL HINTS.

OUR CHICAGO NUMBER.—The June KINDERGARTEN MAGAZINE will be devoted largely to a history of the Kindergarten growth in Chicago. It will contain sketches of prominent workers and associations, and the names and addresses of all the Kindergartens which will continue during the Summer open to visitors. It will also bring a sketch of the Kindergarten Literature Company, with illustrations of the handsome new printing and publishing plant operated by the company. This June number closes Volume V of the KINDERGARTEN MAGAZINE, and will end all serial articles of the year. The Practice Department will discuss sand work and free weaving. The full announcements and prospectus for Volume VI will be announced in the next number.

KINDERGARTNERS and primary teachers wishing to join a private Summer class in Kindergarten instruction, where special attention will be given to the individual needs, address Miss Mary McDowell, 117 Maple avenue, Evanston, Ill. Miss McDowell is well known in Kindergarten circles as a comprehensive worker, and at the request of friends will open this four weeks' class, holding sessions alternate afternoons in Evanston, one of the most restful, beautiful suburbs of Chicago. Room and board can be secured of the Evanston Entertainment Bureau, at the Woman's College, and daily boat connections are made direct to the World's Fair grounds. For further terms and information address Miss M. E. McDowell.

THOSE of our readers wishing to renew their subscriptions for the coming year should take advantage of our special offer of \$2 for both magazines, securing the *Child-Garden* from July, 1893, to June, 1894, and the KINDERGARTEN MAGAZINE from September, 1893, to June, 1894. This opportunity is open only to June 15, 1893, and will never be re-

peated. It is our special World's Fair offer. It cannot be secured through agents, but only by direct subscriptions to the Kindergarten Literature Company, Woman's Temple, Chicago.

WE are prepared to give full information and recommendations concerning Summer school work, special teachers' courses in Chicago and vicinity, and private preparatory work during the coming Summer. Teachers desiring to fortify themselves in any special lines or branches can be advised as to the best professionals in the city, according to the individual needs. Music, vocal and instrumental, Delsarte, practice and theory of the Kindergarten, are specially provided for.

ONE of our correspondents writes, saying: "The great trouble of our town is that the mothers and fathers—especially the mothers—are ignorant of the work of the Kindergarten." Every community has the same trouble. The one or more persons not so ignorant should send for a bundle of our "campaign" literature, containing back numbers, circulars, pamphlets, etc.—all for ten two-cent stamps.

THE *May Child-Garden* carries on the Spring spirit with a hint or two of the coming Summer. Its illustrations suggest May blossoms, Spring moving, and May-day fun. The story of a "May Day in Sweden" is written by a girl who was born and grew up in that far north land. The various bird stories are fresh and full of natural history, and the suggestions for home work are happy and seasonable.

MANY applications are on file for Kindergarten positions for next Fall, and the new fields opening to Kindergartners promise a wonderful spreading of the work everywhere. Anyone desiring a Kindergarten in September may send a two-cent stamp for application blank, and join the bureau. Address Kindergarten Literature Company, Woman's Temple, Chicago.

WRITE and tell us how many copies of the new Kindergarten Book-list you could put into the hands of interested

parents. Be sure and have one yourself, for it is an excellent reference list, and fully answers the question when anyone asks, "What shall I read on this subject?" We have plenty for distribution.

MISS MARI RUEF HOFER will take a limited number of private pupils in vocal culture, with special reference to preparing teachers for normal school or Kindergarten training class work. For terms and dates address Miss Mari Ruef Hofer, 3449 Prairie avenue, Chicago.



MOTHERS' DEPARTMENT.

WHY CHILDREN NEVER KEEP STILL.

We mothers do not take our children to church or places of entertainment, because "they won't keep still." We do not put them at the company dining-table, because "they can't keep still." We do not like to travel with them or take them out for an afternoon drive, because they are so "restless and noisy." In short, the one great crime of babyhood is non-passivity.

Does the violet in the hedge or the fruit tree in the orchard stand forever passive? Is the moon in the starry sky poised in one constant, unchangeable position? How about the beautiful earth on which we move and have our being,—turning forever and ever?

Nowhere is nature or the world of humanity at rest, and yet we expect the children, who are bursting with growth and living impetus, to remain motionless and stationary at our pleasure and convenience. However much we think they ought to "sit still," or "stand still," or "keep still," they continue to express nature's law of constant activity. The child that is most "nagged" about keeping still is most likely to fuss and fidget, and in due time fume.

Your need, like mine, is to recognize the child's right to be active, and then to allow him the full privilege of that right.

The first expression of the child is strength. His little legs, when they kick against the crib bars, say, "We are strong." The little hands, when they clutch father's beard and hold fast, declare, "How strong are we!" When the voice pours forth its lusty song, whether of joy or sorrow, it proclaims power.

Strength can never be expended in use. Give the children plenty to do. Let them find their own work to do.

Above all else, let them be surrounded by an active work atmosphere.

I know a little daughter who refuses to be left by the nurse with her mother, because, as she has said, "Mamma just sits around and thinks!" The child, like nature, abhors passivity, the superlative of which is nothingness, a vacuum.

Springtime is here. If there is any room for a garden bed, let your children have it. Do not have it spaded and prepared for them. Let them dig it up themselves. Do not select and purchase the seeds for them. Let them have the labor of every honest preparation. The pleasure and profit lie, not in the nicely furnished garden, but in the hard work of making it into a garden.

The reason children get lazy is because they have the incentive robbed from work,—the self-effort. What if their garden is unshapely and ragged and tumbled? Let activity reign supreme, even if the soil is uprooted in an unscientific manner, and little by little the "seemliness" will evolve. Never *superintend* children's play or work. Work *with* them, or let them work *with* you.—*Mary F. Cross.*

WHAT CAN THE BABIES DO?

It often seems puzzling and difficult to find suitable employment for the very little children of a home or Kindergarten; but that there is much work which the baby fingers can do, and find real enjoyment and help in doing, has been proved to me past doubt.

In the first place, it would be a great help to us mothers and teachers in all our so-called "baby work," if we could change our thoughts a little regarding these wee members of our flock. Instead of looking upon them as babies and incapable of doing much, let us know that they are *really God's* children, endowed with infinite intelligence. Such a thought will help us infinitely, and so help these little ones to a freer expression of themselves.

Sticking pins in a cushion is one of the first things our babies have done, and this they have commenced doing at about fourteen months of age. My experience has been

that if the pins and cushion are given them with a *definite purpose*, the delight of sticking is so great, that there is never any attempt to swallow the pins. Any common cushion will do, but it is especially nice to make the cover of checked dish-toweling. The lines serve as a sort of guide, and, after a baby's first indefinite "sticking," are a great help toward symmetry and order.

Then on the same principle is Mrs. Hailmann's "busy tile." I have seen a wee mite of eighteen months amuse herself by the half hour sticking those tiny pegs into their tiny holes. If the pegs seem too tight for the holes, a very little can be whittled off one end,—just enough to make them work easily.

Stringing the Second-gift beads is a constant source of pleasure to our baby. When about seventeen months old, I gave her a shoe string and a few beads, showing her how to use them. She watched me very intently, and then tried herself; for some fifteen minutes she was very busy, but could not succeed in getting the bead on. For a number of days I showed her in the same way, she watching me all the while, and often during these days I would find her sitting on the floor trying her best to get a bead on. At last one day she succeeded, and such delight as she expressed! The victory was hers; she had mastered the art, and deftness was now the only thing to be acquired. That was quickly learned, and now this baby of twenty-one months will fill a long string in a short time. In addition to the pleasure she gets from the work, she must be unconsciously gaining much regarding form. Only this morning I saw her stringing all round beads, and evidently greatly admiring their symmetry.

Not long since, when she saw the older children working on sewing cards, she begged very earnestly for a "needle," and although it seemed to me impossible that she could do anything with it, I pricked a few holes in a card and gave it to her. She went to work at once, and before long the worsted was all used up. Of course the sewing was not absolutely correct, for the worsted was crossed from side to

side of the card, and the stitches put in anywhere; but she had been able to use the needle, and without doubt, after a little help she will be able to sew more in accordance with the regulation rules.

She is very fond of playing in dampened sand,—or in the dry sand either,—it makes little difference which,—and as we live near a fine sandy beach, she has ample opportunity to play in it. Last Summer she would sit by the hour playing in the sand, letting it run through her fingers, filling a tin pail, digging small holes, and playing “pat-a-cake.” Now that we cannot go to the beach, she amuses herself in much the same way in the sand pan.

The blackboard and pencil and paper are great sources of amusement to her. She will stand on a cricket before the blackboard, drawing very earnestly, and if I ask her what she is making, she always—or almost always—replies in a definite way. She knows very well what she is making! Her pictures get more and more definite, too, all the time looking more like some object. She often “helps” put away the clothes, taking a piece at a time from the basket to the place where it belongs. When we are dusting, she likes to have her little cloth, and do it too.

Then there are a number of games in which she delights. “Hide and seek” she plays very well, and many of the finger games she plays over and over again. We often play

Though your little eyes are blinded
Your little hands can feel;
Now take the thing I give you,
And quick its name reveal.

She always wants to be blinded, and have her turn at guessing. She will stand perfectly still, with her hands outstretched, waiting for the object, and if it is one with which she is at all familiar, she will say its name almost as soon as she feels it. Beads, blocks, balls, stones, thimbles, chalk, blackboard eraser,—all of these I have seen her name correctly, and at the first guess.

There has been absolutely no attempt at *teaching*, more than I have spoken of here, and the child is not at all a *prig*

— simply a wide-awake, genuine child full of fun and frolic. But I am learning more and more that these so-called children know more, and can actually do more, than we begin to realize; and that our work, after all, is, through judicious, loving guidance, to give the little ones opportunity to express themselves freely—to really *be* their best. We must “live with our children,” be humble ourselves, and so willing to let the little child lead us. — *A Mother.*

THE following little poem holds a beautiful allegory for the mother who can read between the lines:

Deep in a crevice of a rock,
A seed borne by the winds once fell;
Beyond the reach of rain and sun,
It lay in its dark prison cell.

Year after year storms beat above,
Until by frost the rock was rent;
And then, the sunlight streaming in,
New life unto the seed was sent.

And then, expanding into life,
A hundred tiny seeds it bore,
That in their seasons blossom forth
In desert places evermore.

NEVER BREAK A PROMISE TO A CHILD.

DEAR EDITOR:—My attention was called in the KINDERGARTEN to children losing confidence in their parents. I have but one child,—a little boy of nearly five years. He has perfect confidence in anything Mamma tells him. I think the secret lies in never promising anything you are not quite sure you can fulfill. So many mothers buy a child by telling it they will bring home some trivial thing which is soon forgotten when away from a crying, teasing child! The child is disappointed, and soon learns to doubt these promises. This is an example of my child's faith: having become familiar with the *Illustrated World's Fair*, he continually talked of going. Fearing I could not take him, I tried to impress upon his mind that he could not go and that Mamma would not go without him. His dear grandpa,

who was his best friend and companion, said, "If you are a good boy you shall go." He well understood, then, that he would go. In a few weeks that grandfather was called from us. We are alone, but we will go if Providence permits. I could not have that last promise broken. In my Kindergarten I am just as particular to have every child understand we mean just what we say, and know that we have the confidence of all. If we do not keep the confidence of a child it is our own fault, I sincerely believe.—*E. L. T., Akron, O.*

THE NESTLINGS.

Dear mother bird in nest so high —
By-by, by-by —
Said, "My own birdlings, you must fly,
Fly, fly, fly, fly.
Mother cannot keep you always
Safely by her side,
For the nest is very little;
But the world is wide."

All the sweet nestlings were so shy —
By-by, by-by, —
They said, "We do not want to fly,
Fly, fly, fly, fly."
So their pretty wings they folded,
Put their heads at rest,
Chirped, and said, "We'll stay here always,
Safe on mother's breast."

And the nest rocked in tree-top high;
By and by, by and by
Nestlings grew bold, and said, "We'll try,
Try, try, try to fly.
See the meadows bright with flowers,
Butterflies so gay.
Mother dear, the world is charming;
We will fly today."

—*Laura F. Pollard.*

A LETTER TO THE MOTHERS' DEPARTMENT.

EDITOR KINDERGARTEN MAGAZINE:—As the mother of four little children I wish to thank you for the helpful, and, above all else, the *inspiring* suggestion which your magazine brings us each month. The children watch for it as eagerly as I, because they always know that new stories and longer playtimes will follow. We are following out many of the helps in the Practice Department also. The letter in the March number dated "Aberdeen, S. D.," was very interesting to us, and shows how much we mothers are educating ourselves by trying to help our children. None of our boys have been to the Kindergarten, but they are frequently caught talking about the Kindergarten children mentioned in the different stories and accounts in the magazine. When anything serious happens, Charley wonders whether "Kindergarten boys ever do such things." The ideal child to them is the Kindergarten child. I have just received the "Mother-Play Book," by Friedrich Froebel, which you advised me to get. The children are very happy with it. Every picture is full of so many things of peculiar interest to children. Every little twig in the borders of the pictures has a meaning. I wish every mother could have this book, and get the sweet encouragement through its pictures and songs which has come to me. Through little things great things are builded, and children, like the stars in heaven, have a divinely controlled destiny. They are held in tact and tune, and we have only to love them and keep close to them. The children join me in thanking you again for your Easter magazine.—
L. C. M., Idaho City, Idaho.

FOUR PIECES OF ADVICE FOR YOUNG MOTHERS.

1. Make your children your companions, maintaining proper dignity yourself.
2. While giving the child the greatest freedom possible, make home the place of greatest pleasure to him.
3. Be discreet in your own actions, and kind as well as firm in your requirements of the child.

4. Enable your children, as they are able to comprehend, to understand the conditions of their own well-being, and that vice in every instance bears its own punishment.

BABY AND THE RAIN CLOUDS.

Did you ever see this little poem? My boy *loves* it so, it occurred to me that you would like to use it in one of the Spring numbers. I copied it years ago, and do not remember to have seen it in late magazines. I do not think the author's name was given, as it is my habit to copy all such items with any extract I make. It was published in the *St. Nicholas* for December, 1878.

ONE LITTLE CLOUD.

One little cloud,
Whither do you roam?
Pretty little cloud,
You'd better go home.
Suppose you get lost
In the sky so blue;
Then, little cloud,
What would you do?
Little cloud answered,
"I just came out to play;
My friends are coming soon,
To make a rainy day."

My little one, Hawley, calls for this over and over. At dusk, if he ever sees a lone cloud he wants to talk about it, and on a day like *this* (all rain), he has said many times: "*Many* little clouds came to make *this* rainy day, Mamma." With kind regards.—*Kate Hawley Hennessey.*

EVERY family living room and nursery should have a jar of plucked twigs as its center ornament. Spring twigs, such as lilac, willow, or cherry, are so surcharged with Spring sap that in spite of being broken from the parent tree or bush, they break into bud and leaf. What is a more dainty study of nature and life than the unfolding of a horse-chestnut twig, bursting its gummy brown coat and lifting its fringes of green and white leaf-buds into deeper form and color!

FIELD NOTES.

LUCKNOW, INDIA, *February 22, 1893.* *My Dear Friends:* Thinking perhaps you might like to hear from an Indian Kindergarten, I will write just a little concerning ours. It is in connection with the Lucknow Girls' School. There are thirty-six children belonging, the youngest about three years of age. They come with their bright *chaddars*—some bright green, red, etc., which are of different materials—thrown gracefully over the head and shoulders. One little girl of about six years wears eleven bracelets on each arm. Six of these children can speak and understand English. All the morning talks are interpreted by the two assistants; the songs are all explained before learned, and then taught in the English language. As money is too scarce in our missions to supply tables, the work is done by the children while kneeling before benches. Of course this necessitates more frequent intervals. As the children know nothing of marching in step to music (the native music "knows no time"), we drill them every day in clapping to the counting, in bowing in time, in patting their feet in time, etc. Our room is decorated with chains and rosettes made by the children, and today they sent a newly made chain to one of the native schools. You should see the happy expression on the faces of these children, as they look eagerly to see what is coming, when the work is brought! As our material has not arrived from America as yet, they have become quite efficient in folding and sewing, etc. Today they folded three things,—a door, a table, and a chair. We asked them what they had made; several bright little voices said, "*Yih Darwaza hai*" (this is a door). One little one wanted another one to sit on his "chair." These children seem delighted that they are able to do these things for themselves. They have physical culture in an incidental way, and are proving to be graceful little beings, and seem to be awakening to the fact that they have power to move and be free and happy. We are going to try to have a mothers' meeting before long, but we are afraid that it may be a difficult matter, as they are very backward about coming out in this way. We would be so glad to hear at times from the Kindergartners at home! We are far away and it is difficult to get material; we are far away from the inspiration of association of fellow Kindergartners, and a word now and then would be greatly refreshing. We read the magazine eagerly each month, and hope some day to be able to get *Child-Garden*. Since coming to India I have organized a Kindergarten in Calcutta, there is also one in Rangoon, one in Cawnpore, and one will be organized soon in Aligarh. Yours in the Kindergarten work. *Elizabeth Hoge.*

THE Chattanooga Free Kindergarten Association was organized in February, 1890. In March we opened our first school, with Miss Sara Friesner, a graduate of the Indianapolis training school, as principal. The success of the school was assured from the very first, and our association decided to open two Kindergartens and a training school in the Fall. Miss Flora Steele, of Winchester, Ind., and a graduate of the Indianapolis Kindergarten Normal, was secured as principal of the second Kindergarten and also of the training school. Four young ladies graduated the first year. We are now closing the third year of our work. Nineteen young ladies have been pupils in the training school. One of them, a native of Calcutta, India, will graduate this year, and returns to her native country to open Kindergarten work among her own people. Some of our graduates expect to teach in other cities, and all of them will remain in the work. Miss Steele has shown herself a "workman indeed," in the face of many obstacles and discouragements. The training school is a success. It has required much energy, perseverance, and skill to bring it to its present state of efficiency and usefulness. More than five hundred children have been enrolled in our Kindergartens. The practical benefit of Kindergarten work is soon made manifest in the daily conduct of the children and the influence it exerts in the home life. Mission workers tell us the changes in the vicinity of the Kindergartens have been wonderful since the establishment of these schools. It has made possible more effective work on spiritual lines than heretofore. We now have a good working executive board. We are trying to create a sentiment in favor of making the work a part of the public schools, and we believe in time it will be incorporated in that system.—*Mrs. I. W. Joyce, Pres. C. F. K. A.*

A LETTER from California says: "The keynote of the exhibit sent by the Silver-street Kindergartens (San Francisco) to the World's Congress is struck in the following verse, which appears, beautifully lettered, on the front page of one of the albums:

"It tells of a tender human bond
Since ever the world began;
For it teaches the Fatherhood of God,
The brotherhood of man.

The exhibit takes the form of a series of rich illustrations, executed by the children in various forms of Kindergarten work, of that classic of childhood, 'The Seven Little Sisters.' Here are the Brown Baby, Agoonack, Gémila, Manenko, Jeannette, and Pen-se, with their odd houses, their means of transportation, and the peculiar animals, birds, flowers, and trees of their various countries. Miss Nora Smith, the superintendent of the Kindergartens, has omitted the seventh little maid, 'Louise, the Child of the Rhine,' and substituted a sister nearer still of kin to us,—Minnehaha, the Indian baby. The Silver-street society also sends an album of photographs showing its building, the

rooms of the Crocker, Eaton, and Peabody Kindergartens, the California Kindergarten Training School, Boys' Library, and Housekeepers' Class, with various groups of the children who gather under its hospitable roof."

AMONG the interesting guests Chicago has had the honor to entertain in these Spring days of 1893, few have been more cordially received than Professor John Kraus and Madam Maria Kraus-Boelte, of New York city. Both are very well known to the educational world as sturdy Kindergarten pioneers, as well as conscientious demonstrators of every step of the oft difficult way. Professor and Mrs. Kraus have worked together for twenty full years, supplementing each other in everything, and, as a fruit of this mutual and constant experience, have produced the "Kindergarten Guide," a very exhaustive and comprehensive compendium of the practice and methods of the Kindergarten materials. Not a lesson has been incorporated in these volumes which has not been fully tested and tried with both children and teachers in training. The "Kindergarten Guide" contains nearly nine hundred pages of substantial and suggestive work, also many hundred excellent illustrations. Professor Kraus and lady will attend the Kindergarten Congress in July, in this city. The growth of this work in the great West must add much to their satisfaction with the progress of the cause.

THE Pittsburg and Allegheny Free Kindergarten Association was organized on the 30th of last November. For some months interest had been growing, and at length the need of free Kindergartens in the two cities being realized, organization was effected. Membership certificates and circulars, stating the aim of the new work, were distributed, to secure contributions. Members increased rapidly, and on the 23d of January the first school opened, in a section of Pittsburg where the need seemed greatest. The report for the first month showed an enrollment of sixty-one children, but two of whom were Americans. A second school is about to be opened, and arrangements are being made for the third, the use of a large, pleasant room being given in each case, in the public schools. The superintendent, Mrs. Z. A. Cutten, also conducts the training class. Mrs. Wm. A. Herron is president of the association, which numbers ninety active members, besides life and contributing members. The work is most encouraging, owing to the very general interest of the citizens in the two cities, and we have every reason to hope for continued success in the future.—*Cor. Sec.*

SHERBOGAN, Wis., is one of the few cities in this state that have Kindergartens in connection with their public school systems. Seven years ago, under the direction of Miss Aurie Bloss, with one assistant, a Kindergarten and connecting class of about seventy was organized.

We now have five Kindergartens, attended by 487 pupils, and thirteen salaried teachers are employed. Public sentiment in favor of the Kindergarten has been steadily increasing, so that now our public school system would be considered incomplete without the Kindergarten to serve as a basis for the child's future education. Too much credit cannot be given our board of education for the generous support which has been extended to this department. We feel that the prosperity of this noble work is due very largely to our superintendent, Mr. Geo. Heller, and Professor J. E. Riordan, who from the start have realized our needs and have been hearty coworkers.

FRAU HENRIETTE SCHRADER, *née* Breymann, in a letter just received by a friend, says that she will not be able to go to Chicago this year, but that she, her ideas, and her system will be well represented by her pupil, assistant, and friend, Miss Annette Hamminck-Schepel, who will superintend the exhibit of the Pestalozzi-Froebel-Haus and associated institutions at the World's Fair. Frau Schrader, who is just now convalescent, promises an essay upon the education of little children, if her strength should permit her to write it. Miss Schepel, she adds, "might be disposed to arrange some course, or courses, for Kindergarteners, if she should find circumstances in Chicago favorable. But she would have to find out by personal experience how the Kindergarten movement was progressing there, before she could bind herself to any positive engagements." This will serve to answer numerous inquiries made concerning the ladies of the Pestalozzi-Froebel-Haus. Miss Schepel is expected to arrive in Chicago the first week of May. Communications addressed to her at the office of the Kindergarten Literature Company will be promptly handed to her.

NEWS of important changes is reported from the New York College for the Training of Teachers, 9 University Place, the name of which has been recently changed to the more convenient title Teachers' College. The trustees of Columbia College and of the Teachers' College have just perfected the details of an alliance between the two institutions. It is the purpose of the faculty of the college to develop, in addition to the work of the elementary school and the training classes, a large manual training high school for both boys and girls. The need of such a school, both as a feeder for the college and as an experiment station for working out the problems of manual training, is obvious. That the theory and practice of teaching should be given such recognition and should thus take rank as a university discipline, is a significant and encouraging fact.

THE young ladies of the Colorado Kindergarten Normal School are enjoying additional privileges this year. A series of lectures on art is now being given, also a special course in Delsarte and voice culture. This school, which is now in its third year, is fast gaining the confidence

of the people by the thorough work it does in many different branches. Last June seven young ladies completed the course of two years' study and received diplomas; this year fifteen will graduate. There is also a large junior class. Miss L. E. Spencer, the superintendent, is an indefatigable worker, and is doing much for the educational side of the Kindergarten cause in Colorado. She conducts mothers' meetings, connected with several of the Kindergartens of Denver, and has large classes in the adjacent towns of Boulder and Colorado Springs.

MRS. D. T. SMITH, of Romeo, Mich., read a paper on "Kindergarten Methods Applied to Home Education," before a Michigan District W. C. T. U. convention. In closing her clear paper, she says: "I believe that the great work of the W. C. T. U. is to be done with the children. In every great era of advance, the world has been turned to childhood for guidance. Christ placed the little child in the midst, and pointed to him as the object lesson of His coming kingdom. The little child still stands in the midst, and the noble women of the W. C. T. U. have taken him by the hand. The kindergarten work has been to bring the work for the children in the home, and it brings to those who understand its true spirit the best interpretation of the words, 'Except ye become as little children ye cannot enter into the kingdom of heaven.'"

THE Kindergarten department of the Northern Indiana Normal School, Valparaiso, Ind., will graduate in June a class of thirteen from its one year's course. Mrs. Ida L. Foster, formerly of Des Moines, Ia., is in charge of the work, also superintending the public school Kindergarten. The public sentiment of the entire community is largely in sympathy with the new movements. Mothers' meetings are called from time to time, and bring forth many earnest, wide-awake parents. The work will go on during the Summer, and new students are received at any time during the term. The diploma is only granted to those who satisfactorily pass all regular work of the nine public school grades.

THE Columbian Kindergarten Association is the name of the new organization at Washington, D. C. Among other speakers present at the opening meeting was Dr. Wm. T. Harris, and the following names were recommended as working vice presidents: Miss Clara Barton, Mrs. John G. Carlisle, Mrs. A. W. Greely, Mrs. Tenny Hamlin, Mrs. Louisa Mann, Mrs. Louise Pollock, Mrs. S. E. Stevens, and Mrs. John G. Walker. A constitution was adopted in one clause, declaring that "the object of this association is to secure the adoption of Kindergartens into the public school system of the District of Columbia."

A KINDERGARTEN evening was spent at the South Chicago Kindergarten, March 24, where the parents of the children had been invited to hear a discussion of the vital subject. Besides music and pleasant social chat, the speakers of the evening were Amalie Hofer, Josephine C. Locke, and Miss M. Ghdden, directress of the Kindergarten. The

materials of the Kindergarten were displayed on a table, together with the children's work, which were convincing arguments in themselves.

MAY 17 is the day set apart for the discussion of the Kindergarten at the Congress of Representative Women, the opening congress of the Columbian series. This particular conference will be held in Hall No. 7 of the new Chicago art palace, and provides for morning, afternoon, and evening sessions. Mrs. Sarah B. Cooper, of California, will be present to represent the International Kindergarten Union, and hundreds of the most conspicuous women of our time will participate.

THE sermon delivered by Rev. H. A. Stimson, pastor of the Pilgrim Congregational church, St. Louis, during the convention of Kindergarteners that met to celebrate the twentieth anniversary of the public school Kindergartens, has been published in a souvenir booklet. The text was, "And a little child shall lead them." This sermon can be used with good force as a Kindergarten document in arousing public opinion.

POINT PLEASANT, N. J., organized a Kindergarten association February 4, 1893. The trustees of the public schools have been requested to provide a trained Kindergarten for the public school, and an appropriation has been made for that purpose. The association feels greatly encouraged to go on with the work of the mothers' meetings, and aims to open a free Kindergarten under its own care soon.

MISS S. H. KILLIKELLY and Miss Isabel Wallace, both prominent in the Pittsburg Free Kindergarten Association, spent a week in Chicago last month looking up the interests of the World's Fair and the Kindergarten. These are two kindred objects of interest to many visitors to the Garden City. Miss Wallace reports the work at Pittsburg growing and full of vitality.

THE Northwestern College Settlement, at 26 Rice St., Chicago, has opened a Kindergarten under the direction of Miss Mary McDowell. This peculiarly gifted lady will also conduct regular mothers' and parents' meetings at the settlement residence, and extend the influence of the school home, which becomes the center of such a settlement.

HOW CHANCELLOR KENT WAS EDUCATED.—"I was brought up among the highlands of Connecticut, and was never kept on the high-pressure plan of instruction. I was roaming over the fields, and fishing, and sailing, and swimming, and riding, and playing ball, so as to be but very 'superficially learned' when I entered college."

AN earnest woman said in our office this week: "When I came here I expected to stay six weeks, as I thought I could learn all that was necessary to be a Kindergarten in that time. I have been at it eighteen months, and I am more overwhelmed than ever at the endlessness of the training."

THE Philadelphia Society of Froebel Kindergartners devoted its March session to an experience meeting upon "Color in the Kindergarten," illustrated by song and game, manual work, spectrum analysis, and revolving color disks.

A PROMINENT philanthropist who has labored in the slums of a great city, harvested this gratifying comment from the lips of a drunken man: "I like to come here, 'cause seems to me you kind o' take *human natur*' into 'count.'"

WE are in receipt of a letter discussing the question of allowing children to "show off" before older people, which we cannot publish until author's name is forwarded. All contributions of this nature must be signed in full.

MISS CAROLINE M. C. HARTE, principal of the Kindergarten training department of the state normal school at Milwaukee, Wis., spent a few days early in April among the Chicago Kindergartners.

DON'T borrow some one else's KINDERGARTEN MAGAZINE. Own it, study it, mark it, and possess it.

THERE are nine Kindergartens connected with the public schools of West Superior, Wis.

A MODEL Sunday-school building is being erected on the World's Fair grounds.

A KINDERGARTEN association is being organized at South Waukegan, Ill.

SALEM, Oregon, will carry a Kindergarten training school the coming year.

LITERARY NOTES.

"Froebel Letters," with explanatory notes and additional matter, by Arnold H. Heinemann. Portraits and Illustrations. Cloth, \$1.25. Lee & Shepard, Publishers.

The universal interest in the system of Kindergartens leads teachers and parents to study the ideas of the founder, and to welcome any elucidation of the subject. The letters, never before published, with the copious explanatory notes of the editor, will be invaluable to all who are interested in the training of children. We will give a full review of this book next month, although many of our readers are already acquainted with the author and his work in this particular volume, some of the letters having appeared in the KINDERGARTEN MAGAZINE.

"Manual Training, the Solution of Social and Industrial Problems." By Chas. H. Ham. Harper Bros.

This is an unusually interesting book of upward of four hundred pages, and embellished with splendid illustrations. The most remarkable features of it are the numberless quotations and historical reminiscences of great writers and teachers, from which may be mentioned a striking parallel between W. E. Gladstone, prime minister of the British empire, and Sir Henry Bessemer, inventor of cast steel. The author states the contents of his book to be—"1. A detailed description of the various laboratory class processes, from the first lesson to the last, in the course of three years; 2. An exhaustive argument, *a posteriori* and *a fortiori*, in support of the proposition that tool practice is highly promotive of intellectual growth, and in a still greater degree of the upbuilding of character; 3. A sketch of the historical period, showing that the decay of civilization and the destruction of social organisms have resulted directly from defects in methods of education; and 4. A brief sketch of the history of manual training as an educational force." In this historical part we noticed the remark that "it was reserved for Russia to solve the problem of tool instruction by the laboratory process," in 1868, forgetting that A. H. Francke had a turning, a glass-cutting, and a book-binding shop in his school at Halle as early as 1713. Nearly all the American manual training schools are described, the lion share of space being devoted—as is natural the author should do to his own beloved child—to the Chicago Manual Training School. Mr. Charles Ham is known among his personal acquaintances as a sincere, disinterested, but thoroughly convinced devotee of the "new education."

"Home Reading for the Child," by Helena C. Stirling, has just been published by the author, in the interest of mothers, and carries a mes-

sage for every wide-awake mother or teacher. It presents the important influences of home reading from the standpoint of the educator, and also from that of the unfolding needs of the child. The little pamphlet, of clear, open type and neat cover, can be purchased for 20 cents, at this office, the Chicago Kindergarten Club, or direct of Mrs. J. C. Stirling, 2309 Calumet avenue, Chicago. Mrs. Stirling has been one of the sturdy champions of the Kindergarten cause for many years, and, as a lady of social distinction and educational influence, brings this pamphlet as her tribute to the cause. The same paper is now being published in two parts in the KINDERGARTEN MAGAZINE.

A PAMPHLET comes to us from Cornell University, announcing the prospectus of the Sage School of Philosophy, which is "devoted to the free and unhampered quest and propagation of truth in regard to all those questions of human inquiry which are embraced by logic, psychology, ethics, pedagogics, metaphysics, and the history and philosophy of religion. The evils of emphasizing certain portions of philosophy to the practical exclusion of others have become very apparent, though the advantages of specialization cannot be overestimated." The scope of this work illustrates the tendency of higher education, which can no longer separate religion and philosophy or psychology.

"Stories for the Kindergarten and the Home" comes in neat, plain cover and binding, edited by Mrs. M. Louise Van Kirk and Miss Minnie G. Clark, of Philadelphia. The collection is made of nature and family stories, which can be used to good advantage in the home as well as the Kindergarten. Among the most acceptable of these stories are "The Happy Family," a story of Spring flowers, "Speckle's Easter Gift," and "Sunny Eyes," all about the travels of a little brown potato. There are just twenty of these stories. The price of the book is not stated.

THE following booklets are published by the Chicago Kindergarten College, in neat paper-cover form: "Story of Froebel," "Story of a Raindrop," "List of Books for Children," "Suggestions for Summer Reading,"—all by Elizabeth Harrison, also the "Kindergarten and its Opportunities for Women," by Mrs. J. N. Crouse. The demand for practical literature on this progressive subject of the Kindergarten is calling forth new books and leaflets from every part of the country, and from every prominent worker in this line.

"Cat-Tails and Other Tales," by Mary H. Howliston, of the Oakland School, Chicago, is a bright volume of stories for primary and Kindergarten use. There are twenty-seven in number, and neatly illustrated and bound. These stories have grown out of the daily needs of Miss Howliston's own primary work in the public schools, and are therefore

full of food for the children in the way of science and nature stories. Among them are *The Magnet's Choice*, *What the Fire Sprites Did*, *Dorothy's Experiment*.

The Quarterly Illustrator for April, May, and June is arrived and presents in excellent form the best illustrations that have appeared in the recent magazines and periodicals. This quarterly is published by H. C. Jones, New York city, in the interest of the modern art of photo-electrotyping and other modes by which the literature of the day is so wonderfully illustrated. The numbers of this periodical should have a special value to art students and professional illustrators.

AN Arbor-day souvenir of recitations and songs for the use of the school children of Iowa has been issued by the state superintendent of public instruction. The army of 675,000 school children, headed by 27,000 teachers of that fair state, is called out to beautify not only their school grounds, but the memories of their school days. The collection contains all that is sturdy and staunch in literature and patriotism, with many touches of the true poetry of nature.

"The Arabian Nights," adapted by Edward Everett Hale, is just published in the series of *Children's Classics* by Ginn & Co. This reproduction of an old-time favorite meets a great need in the home and school. The book which has illuminated the wonder-eyes of boys and girls for so many years must never be outgrown.

THE Milton Bradley Company always stands ready to meet the new needs of enterprising workers. They have just published some new series of sewing cards, Bible cards in two sets, and *Columbian sewing cards*. Among the latter is a picture of the *Santa Maria*, Landing of Columbus, Puritans, and Liberty Bell.

The Art is a new Chicago monthly, worthy its name and the cause it represents. Mrs. T. V. Morse, its editor and proprietor, is broadly interested in the new educational movement, and sets a high standard for her work.


OUR MAY BOOK BULLETIN.

Each month we shall arrange a bulletin of books essential to the teacher for the month's work, and programs and publications referred to in the **KINDERGARTEN MAGAZINE**.

Any of these books will be sent postpaid on receipt of price by the **KINDERGARTEN LITERATURE CO., Woman's Temple, Chicago.**

| | Price, Including Postage. |
|---|------------------------------|
| Nature Studies , by W. W. Jackman, - - - | \$1.25 |
| A book of practical experiments for teachers. | |
| Cat-Tails and Other Tales , by Mary H. Howliston, - - | .75 |
| An excellent little book of short, instructive stories for the child. | |
| Child and Nature , by Alex E. Frye, - - - | 1.00 |
| An illustrated handbook on new methods in Geography; sand table made practical. | |
| Arabian Nights , by Edward Everett Hale, - - - | 1.00 |
| Adapted for children's use. | |
| An Hour with Delsarte , by Anna Morgan, - - - | 2.00 |
| Handsomely illustrated, with full outline for home practice. | |
| Seaside and Wayside , by Wright, in three parts, each, - .25, .35, .50 | |
| Full of every-day experiences in natural history observation. Illustrated | |
| Home Reading for the Child , by Helena C. Stirling, - - | .20 |
| A pamphlet for mothers and teachers, on discriminate reading | |
| Paradise of Dante , by Prof. Thos. Davidson, - - - | .15 |
| A paper-cover pamphlet of one of this eminent author's best essays. Others are to follow this in a series. | |
| The Parthenon , - - - | 2.00 |
| The only high-class literary weekly in the West, carrying a series of educational art papers by Josephine C. Locke. | |
| Ocean Wonders , by J. C. Damon, - - - | .75 |
| Well illustrated; accounts of personal experiments of sea life. | |
| Little People of the Air , by Olive Thorne Miller, - - | 1.25 |

- Life of Siegfried**, by James G. Baldwin, - - - - \$1.50
A charming interpretation of nature and budding life.
- Little Flower People**, by Gertrude E. Hale, - - .50
This book is written to awaken the child's imagination and curiosity
concerning plant life. Illustrated.
- Illustrated Lessons for Kindergarten and Primary School**, by
Five Prominent Writers, - - - - .30
An excellent handbook full of applied principles, especially for
mothers and young workers.
- The German Iliad**, by Mary E. Burt, - - .80
The beautiful story of Siegfried, the young hero who worked at
the forge and loved nature and song. A wonderful help
in connecting the blacksmith, the myth, the knight, etc.
- Life in the Maine Woods**, by Thoreau, - - 1.50
Full of suggestion for story and natural history to Kinder-
gartners.
- Glimpses of the Animate World**, by James Johonnot, - .75
The science and literature of natural history. Every Kindergarten
library, private and public, should own this book.
- Some Curious Flyers, Creepers, and Swimmers**, by James
Johonnot. Illustrated, - - - - .75
- Lessons in Form**, by W. W. Spear, - - - .70
A text-book recognized by Kindergartens everywhere. Geometry for children.
- Froebel Letters**, with explanatory notes and additional matter,
by Arnold H. Heinemann. Portraits and illustrations. Cloth, 1.25
Just out, a valuable addition to pedagogical literature.

 Remember the book "Columbus and What He Found," is the most excellent thing you can put into a child's hands during the coming year. For home reading and school supplementing it has no equal in this Columbian year. By mail, \$1.10.

PUBLISHERS' NOTES.

A May-day Gift to Children.—Send 10 cents for a copy of May *Child-Garden*. Fifteen copies to one address for \$1.

A Fair but Final Offer.—Everyone reading this notice, by subscribing direct through us, can secure both the KINDERGARTEN MAGAZINE and *Child-Garden* for one full year for the club price of \$2. Renewals for next year also received at this rate, which will secure the *Child-Garden* from July, 1893, to August, 1894, and the KINDERGARTEN MAGAZINE from September, 1893, to June, 1894. This offer holds good only until June 15, 1893. Agents do not receive subscriptions on these terms. Address direct to the Chicago business office, Room 1207, Woman's Temple.

Back Numbers.—There is great demand for all back numbers of the KINDERGARTEN MAGAZINE, by many who wish to possess the complete file. This shows a growing appreciation of the practical value of the magazine. There is repeated call for Volume I. The substance of this volume can be secured in the compilation, Mothers' Portfolio. Price \$2.25. Volumes II and III are entirely out of print. A few copies of Volume IV, in cloth, can be had for \$3. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Take Notice.—For the convenience of those whose subscriptions expire, we inclose a very simple form of Convertible Subscription Blank. It is only necessary to fill the blank lines, inclose remittance, fold and seal the edges, which are already gummed for that purpose. This constitutes a secure envelope, already addressed, only wanting a two-cent stamp to be ready for mailing.

Wanted.—Back numbers of the KINDERGARTEN MAGAZINE. Look at your files carefully and send us the following if you can spare them: May, July, December, for 1888; February, 1889; January, 1890; September and October, 1890; February, 1892. Correspond with us if you have these to spare.

Foreign Subscriptions.—On all subscriptions outside of the States, British Columbia, Canada, and Mexico, add forty cents (40 cents) for postage, save in case of South Africa, outside of the postal union, which amounts to 80 cents extra on the year's numbers.

Child-Garden Samples.—Send in lists of mothers with young children who would be glad to receive this magazine for their little ones. Remember some child's birthday with a gift of *Child-Garden*, only \$1 per year.

Kindergartners in the vicinity of Chicago, who are desirous of earning money and doing some work in their own line, may call on the Kindergarten Literature Co., Woman's Temple, Chicago, and receive instructions.

Always—send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

Portraits of Froebel.—Fine head of Froebel; also Washington, Lincoln, and Franklin; on fine boards, 6 cents each, or ten for 50 cents. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Always.—Our readers who change their addresses should immediately notify us of same and save the return of their mail to us. State both the new and the old location. It saves time and trouble.

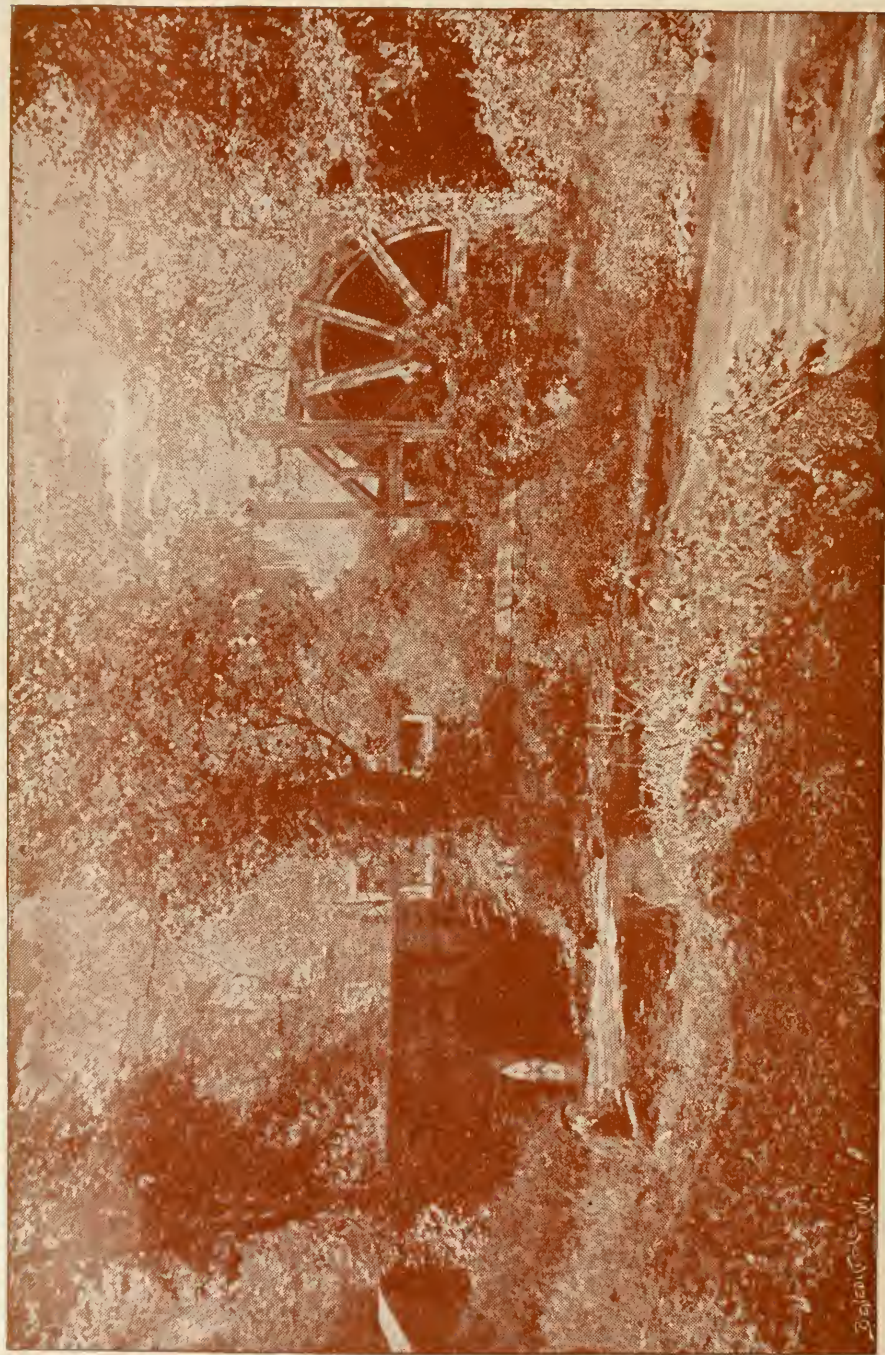
Stationery.—Kindergartners desiring stationery for their schools or personal use should write us. Handsomely initialed or addressed, 100 sheets single, with envelopes, \$2; folded, \$2.50.

Always.—Subscriptions are stopped on expiration, the last number being marked, "With this number your subscription expires," and a return subscription blank inclosed.

All inquiries concerning training schools, supplies, literature, song books, lectures, trained Kindergartners, etc., will be freely answered by the Kindergarten Literature Co.

Send for our complete catalogue of choice Kindergarten literature; also give us lists of teachers and mothers who wish information concerning the best reading.

One Way to Earn.—Kindergartners who have no plans for the Summer vacation will find it well worth their extra time to join us in introducing the *Child-Garden* among the mothers everywhere right inside their own circle, and without doing anything unprofessional they can secure ready money. Write us for samples and circulars. One primary Kindergarten sent samples home with the children in the evening, asking them to bring them again in the morning, unless their mothers wished to buy. Within a week she secured fifty subscriptions without soliciting personally, and one-half the money secured belonged to her as the commission. The sample served as the first number in the year's subscription. Quite a number followed her example, and we are glad to give the opportunity to all our friends before school is out. Besides, there is nothing will so quickly awaken a community to the true principles of education as to have the prattling children preach it in the homes through happy song and story; and to introduce *Child-Garden* is to spread the work in the truest way. Write us.



The miller dreams not at what cost
The quivering millstones hum and whirl,

Nor how for every turn are tost
Armfuls of diamond and of pearl,
—James Russell Lowell.

work, wood carving, and engraving, all make an exhibit that is the most practical and beautiful that has ever come from any of our American schools. Every faculty in the child has been quickened and encouraged. The unity of the useful with the beautiful has been established by this school, which must result in the removal of all barriers between capital and labor. When the washerwoman becomes as much of an artist as the "fancy" worker, and the plumber is as conscientious as the sculptor, we may look for the harmonious development of the whole of humanity. There should be a Pratt Institute in every city in the Union.

ANNA N. KENDALL.



LITTLE FOLK FLOWER LORE.

VIOLET.

Shy little nun of the wood,
Kneeling apart at prayer,
Hid in the folds of your purple hood,
How do I know you are there?
Straight to your low green cell
The odor of incense leads,
And I step softly, for I know well
Sister Violet's telling her beads.

SARAH CRANE DAY.

BE A ROSE.

- "O petal, canst taste the honey
That bathes thy mellow root?"
The bee sang at his sipping;
But the golden petal was mute.
- "O flower, couldst lend me one moment
Thy grace, I'd gladly die,"
A maiden longingly whispered;
But the rose was deaf to her sigh.
- "O rose, give me the perfumes
Which through thy petals melt!"
The dew wept tears on her bosom,
Which the simple rose scarce felt.
- And her head drooped low in fullness;
Her gold heart turned to the east.
To the lord of her life her lips opened,—
Her lord, and the day's high priest:
- "I hear the pulse of thy sunshine,
I see the light of thy day,
I feel the deep flush of living
That comes with thy glad'ning ray;
- "But I know of no grace or honey,
Nor perfume or colored leaves;
I was born of thy love for Summer,
And live as the love she gives."

ANDREA HOFER.

INTERESTING PLANT LIFE AT THE GREAT EXPOSITION.



So one reads accounts of the exhibits now being placed in the great buildings, the emphasis laid on "the first," "the original," or "the oldest" is especially marked.

Hence it was with more of interest than surprise that, on entering the rotunda of the Horticultural Building, I found myself among so many of the living representatives of a flora long since buried in the coal seams and shales of past ages.

Tree ferns, ten to twenty feet high, lifted their rough brown trunks on all sides, the tops graceful crowns of drooping fronds. Some of the stems were forked, a rather unusual thing in such plants.

Among the tree ferns were numbers of Cycads. These are wrongly called "sago palms," but are not so at all, and appeared long before the palms in the record of the rocks.

Their rough stems, divided leaves, and unfolding buds give them something the aspect of ferns, to which, indeed, they seem distantly allied.

The small, brownish ("wash leather") leaves of the central bud are especially interesting, as on the *edge* of these the nut-like fruits are born, — a transition stage, as it were, toward the cone of the pine and fir. In another part of the building were numbers of *Macrozamia*, with queer globular stems and cone-like fruits rising from the central bud. As these are closely related to the Cycad, the cone would seem another step in advance.

Rising high in the air was a newly unpacked Ginkgo, which in its broad leaves (with the veining so peculiar to the fern) shows its ancient relationship.

Several small plants of *Auricaria* (Norfolk Island pine) were scattered about.

Few trees equal these for elegance of form, especially when grown to full size. The central shaft tapers rapidly and is surrounded by whorls of slender and gracefully drooping branches.

These also, both in structure and habitat (in the southern continents), have ancient affinities.

If now, those in charge would add specimens of club mosses ("Christmas green") and of the larger *Equiseta* ("fishing poles" of the children), with sets of allied fossil forms, an exceedingly interesting and instructive group of plants would be gathered.

The clumps of "bird's nest" and "elk horn" ferns are the finest I have ever seen.

Ferns bear spores on the back of the fronds, and where many kinds are together, it is exceedingly interesting to note the fertility nature shows in varying the shape and location of these brown spore cases.

The unfolding of buds is also an interesting study. Each leaf and frond has its own special way of folding in the bud, and none are more curious than the ferns.

The fruit buds of the fig were also noticed. A fig is like a strawberry turned inside out,—a cluster of little flowers *inside* a fleshy axis.

These never open in the fig, and so the little green fig-like bud slowly develops into a ripe fruit.

Two other plants, ancient as to *use*, were also seen,—a clump of the beautiful giant grass—bamboo—and another of the famous papyrus of the Nile.

From a circle of huge leaves rose the graceful flower spike of the so-called "century plant," with its branched top full of buds. While these plants are a number of years (fifteen to twenty) preparing for the great (and final) act of their lives, it is by no means a century! Having made the needed preparation, the flower spike is a remarkable example of the rapidity with which a plant *can* grow.

Passing from the main building to the greenhouses connected, a blaze of color met the eye.

Cannas of most remarkable size and beauty—spotted and

blotched with brilliant orange, red, and yellow — show the wonderful results man can secure by careful breeding. The collections of *Cinerarias* were especially fine, single and double, large and small, fringed, quilled, and of all colors (except orange and yellow). The broad leaves of these plants seem to harmonize in a noticeable degree with the flowers.

Large numbers of Hyacinths and Narcissus made a brilliant display, and were noticeable for their strong fragrance. The Hyacinths seemed to come very near being an exception to the rule; for with blues and reds were found yellows,—rather sickly, to be sure, but still a fairly marked yellow.

There was, however, no trace of yellow in the Geraniums, nor of a good red among the Pansies.

The *Calceolarias* were just coming into bloom, and promised to be very fine. Here there was no trace of blue. The Cyclamens ("Persian violets," as they were named) made a fine display, in great variety of size, form, leaf, and color. The yellows were here missing. They were slightly fragrant.

A table regarding the colors and odors, made at the time, is here given:

| PLANT. | Red. | Orange and Yellow. | Blue. | Violet. | Purple. | Odors. |
|--------------|-------|--------------------|-------|---------|---------|---------|
| Canna. | Red. | Or. and Vel. | None. | None. | None. | None. |
| Cineraria. | Red. | None. | Blue. | Violet. | Purple. | None. |
| Cyclamen. | Red. | None. | None. | Violet. | Purple. | Slight. |
| Hyacinth. | Red. | Sickly. | Blue. | Violet. | Purple. | Strong. |
| Geranium. | Red. | None. | None. | Violet. | Purple. | None. |
| Pansies. | None. | Or. and Vel. | Blue. | Violet. | Purple. | Faint. |
| Calceolaria. | Red. | Or. and Vel. | None. | None. | None. | None. |

As a general thing this shows that the three colors — red, yellow, and blue — are rarely all found in the same species, and that brilliant flowers are odorless.

With the fine display and great variety of plants that will be exhibited this Summer, it would be interesting to extend this table.

Nothing in plant life is without its significance and its

reason for being. No more delightful study presents itself than to seek for and correlate some of these very imperfectly known or understood things.

EDWARD G. HOWE.*

April, 1893.

*Edward Gardener Howe, who has contributed such invaluable articles to the KINDERGARTEN MAGAZINE for several years, is an experienced educator, naturalist, and scientist, who first adapted the fruits of his deep research to the needs of Kindergartners as early as 1879. Mr. Howe welcomes all correspondence along these lines. Address, Tracy, Ill.



WOMEN'S DRESS AND THE WORLD'S FAIR.



LONG with the great World's Fair, whose avowed object is to show the progress made by civilization, and to show to civilized man the true conditions of life all over the world, comes the revival of something sufficiently incongruous to make the philosopher shake his head over the fallacy called civilization, and to tax the faith of the most inveterate optimist concerning the genuine advance of civilization.

Is it malice that has induced certain far-seeing citizens, afraid for their supremacy, to place woman before the world in this year of the Great Fair as no farther advanced in ideals of beauty, common sense, and independence than she was when America was discovered? or are the revivers of criholine and hoop skirts shrewd cynics, laughing in their sleeves at the congregation of the faithless claiming equal privileges with their gifted brothers, and making these claims with sober faces looking out from a man-invented immorality of vestment sufficiently absurd to send a peal of laughter round the globe, such as only barbarism could excuse? Do these cynics intend to give a salutary lesson to mankind grown a little conceited over its advance toward a state of knowledge, and particularly over the advance of its women — by showing to how little depth knowledge really has penetrated?

Woman, the crown and glory of this age, — preëminently *her* age, — woman, with a building of her own at the World's Fair, and a right to vote if she happens to live in the right state, the innocent — but *not* strong-minded — victim of the masculine sense of humor — or greed — is expected to cast to the four winds the teachings of art as applied to dress with which she has been amusing herself for the last two or three years, and promptly and joyfully to bow before an

unknown god of monstrous taste who to show his power and her weakness ordains that she present herself before the world as one lacking in all feeling for beauty, all idea of propriety, all sense of the ridiculous, all love of cleanliness, and all spirit of independence!

Trained street dresses, crinoline and hoop skirts in 1893!

In 1893 doubtless these costumes will form an exhibit at the Great Exposition of Somewhere or Other, and be wondered at and laughed over,—as they ought to be now, when the exhibit is at large instead of in a glass case.

It is probable that the new styles, which have nothing to recommend them, will be short-lived; that trained dresses, which for six months have gathered up the filth of the streets, will tire of their scavenger's office; that hoop skirts will depart stillborn; and that the hideous bands and ruffles breaking the length of the form will cease to please,—for after all, two or three years of devotion to artistic dressing cannot have gone for naught, and even the ordinary woman, despite her tendency to hysterics—in clothes as well as nerves—is not as bad as she appears, and as the unknown god some day may find to his cost, when she commands and he—dies from inanition.

There be women, for the encouragement of the optimist, who even now disregard the claims of fashion wherever it interferes with beauty and utility, and these women are liberally represented at the Fair grounds, where comfort is the first requisite for pleasure and profit. For those living at a distance who anticipate partaking of the great feast spread at Jackson Park, a few words concerning dress, from one familiar with the climate and conditions of Chicago, may not be out of place.

Fortunately for the well intentioned but timid, the short-dress movement has grown so strong and so far-reaching that dress skirts may be worn as short as the wearer chooses, without exciting unpleasant comment. Dresses are seen reaching only to the shoe tops, while those reaching to the instep are of very common occurrence.

The skirt should be as light as is compatible with not

yielding too readily to the winds—whose headquarters seem to be at Jackson Park. All skirts—and the fewer worn the better—should be attached to a waist, so that the weight may not rest upon the back and hips. The dress waist should be loose, with comfortable sleeves and a low collar. The dress skirt should be attached to the waist so that the whole garment may be as easy to move in as possible, and throw as little weight as possible upon the lower part of the body. The dress should be made of substantial, medium or dark-colored woolen goods.

Perhaps quite as important as the dress to the well-being of the visitor is the wearing of easy shoes.

Silk gloves are more comfortable than kid gloves, being more readily slipped off and on. If the gloves are worn in the pocket instead of on the hands, it is believed it will not interfere with the workings of the Fair.

The hat should be light and should fit the head. Remember the winds of Lake Michigan delight in blowing off bonnets and disarranging anything easily disarranged.

No matter how warm the weather at the time of starting for Chicago, do not neglect to bring a warm wrap, as sudden changes of temperature are common here; and it would be well to advise your brother to take his light overcoat. Also persuade him to come in his "outing" suit; the flannel shirt with loosely dressed neck, the comfortable coat and easy shoes will be perfectly proper, and add greatly to his comfort and pleasure.

As a last word of caution,—be wise and bring as little baggage as possible.

MARGARET W. MORLEY.

HOME READING FOR THE CHILD.

II.

LET the story tell itself. If you have really something to say, and it comes from your heart, words will not be found wanting; neither will the form conflict with the spirit.

The style should be simple and concise; imaginative, but not falsely so. That is, it should not appeal to the love of the abnormal or the desire for the unusual, but rather seek to widen the field of possible experience to the reader, and lift his soul to realms unthought of.

"At the Back of the North Wind," is a simple story, illustrative of this point. A friend of mine speaking of this, said to me recently, "It was read to me when but a small child, and yet the deep impression made by it can never be effaced from my memory. One or two of the incidents of the story only remain with me, but the deep presentiment of *freedom*, the living, breathing power which conquered all space and time, will stay with me forever."

There are beautiful stories which appeal to the imagination in another way, in that they call to our mind charming scenes which we have never gazed upon, and yet which are living realities to us, through the force of their simple portrayal of life and the skill with which their word-pictures are placed before our eyes. "Nurse's Memories," and the charming story of "Jackanapes," will illustrate this. "Lord Fauntleroy" and "Little Women" are not quite of this order, their popularity being due more to the fact of the strong appeal which they make to human nature, the high ideals held forth in them, and the constant striving toward them. It has been said, not without some cause, that the common language made use of in some of Louisa Alcott's books rather detracts from than adds to their charm. One cannot

help feeling that her boys and girls could have spoken just as naturally and just as freely even if they had been at times a little less inelegant in their speech.

While speaking of the imaginative element in writing, I would like to say a word in regard to Nathaniel Hawthorne's short stories. Not all of them were intended for children, and some are not adapted to them as they now stand; but they are illustrative of a wonderful imaginative power and an exquisite choice and use of words, showing a very fine delicacy in the appreciation of nice distinctions of meaning, such as no other author I can now think of has shown. He is unique in his line. His "Tanglewood Tales" is a beautiful book for children. His "Mosses from an Old Manse" is full of suggestive thought and weird presentation of the fanciful; but of all short stories, I know of none which can surpass Tolstoi's. Take, for instance, his booklet, "Where Love Is, God Is." What tale, with deep, universal meaning, could be more simply and effectively told? We are there; we actually *see* the little room with its stone steps leading to the pavement above, and old Martin, with his grief-stricken head, bending low over the Bible, as he devoutly reads its contents, every word sinking deep into his heart. We *see* the vision of the angel standing beside him, whispering words of comfort. We actually behold him as he makes ready for the coming of Christ, whom he doubts not will appear to him, as has been revealed in his vision of the night before. We see him performing the different acts of loving-kindness and charity,—nay, of that highest love which transcends all lesser emotions; and at night we behold the simple, true-hearted man silenced before the deep conviction of his soul that Christ has indeed been with him, in spirit though not in material form.

This story was told in a Kindergarten; the children were deeply moved by it, seeming to comprehend it in spirit and intent, one child saying at the close, "And Christ *did* come, didn't He?" The same story was read to my own little girl of eight, who was completely carried away in her sympathy for old Martin and the poor people whom he helped, antici-

pating long before the end, the outcome of the story. The same story was sent to a friend, a teacher, who wrote in acknowledgment of its receipt, "Thank you so much for this lovely gift. It is a beautiful thing and will help to prepare the way for spiritual thought with my girls,"—showing that a simple story, illustrative of a great truth, when well told, will meet the needs of all, old and young alike. To prove that this is true, we need only refer to the parables of the New Testament, which have been handed down from generation to generation.

In regard to the imaginative side of the child's development I wish to touch upon the subject of poetry, its place and value in the child's education. Poetry meets a need of the child's nature which nothing else can. It is the music of the child's soul set to words. There is a rhythm in each human heart which finds expression in voice, gesture, walk,—in everything which makes an individual that which he is. When all of a person's actions harmonize with this rhythm, we say that soul is in unity with the world; he is *growing fast*; we delight in the manifestation of his power. So it is with the child; only in this case we have to consider a far more delicate instrument, one whose strings are so nicely adjusted, that the faintest winds that blow have the power to stir it to its inmost depths. He has come into the world in unconscious unity with it; all life is set to music to him, and its sweet melodies fill his heart and mind, craving recognition in the outer world. It is a *need*, a real need, and must be met if he is to develop into the "image and likeness of God."

Many beautiful poems, however, that have been written for children, I would hesitate to give them because of the fact of the note of deep sadness ringing throughout them. To me, however poetically they may be expressed, they are but "sweet bells out of tune," clanging their jarring discords out upon a world which should be all joy, gladness, and harmony. A very pleasing exception to this is the little book entitled, "The Child's Garden of Verse." This could safely be placed in the hands of any child, and

only good could result. Certain lines of Harriet Prescott Spofford's pass through my mind at the moment, and seem particularly suited in their joyousness and sunshine to small hearers; such as—

The orchards are all a-flutter with pink;
Robins twittering and wild bees humming,
Break the song with a thrill, to think
How sweet is life when Summer is coming.

And again:

A gush of birds' song, a spatter of dew,
A cloud, and a rainbow's warning;
Suddenly sunshine and perfect blue,
An April's day in the morning!

These occur in a birthday book called "A Year of Sunshine," collected by Kate Sanborn, which throughout is cheerful and wholesome in tone.

In connection with the imaginative side of a child's character, I would mention Hans Andersen's Fairy Tales, and his place in literature for children. His name stands for a perfect gold mine of thought, but to my mind requires to be remodeled in this age, when the positive is so much more believed in than the negative, when the motto for each and all is, "Upward and onward to the goal; success will crown your efforts!" His motto is, "Be content; make the best of your lot." More than that, his writings involve a whole system of philosophy, and show a wide range of thought. They are therefore suited to a child of deeper understanding than usual, though a few of the simpler tales are suited to very small hearers.

In this connection I would speak of the folk-lore, at present very popular in the public schools. We owe much to the Grimm Brothers for their faithful collecting of the legends and myths of the Black Forest. These tales have their place in literature, and it is no inconsiderable one. I cannot but think that the beautiful, imaginative stories based upon a universal truth, as told by a nineteenth century writer with delicacy and refinement, must fill a place in the child's mental development which the cruder legend

with its more savage touches, made by the actual experiences of the race, has not yet given.

In speaking of children's literature one should not neglect to mention the influence of such magazines as the *Wide Awake*, *Child-Garden*, and others. Their charmingly fresh stories have left a lasting impression upon many a young soul. It is my firm conviction that every child should have his own magazine, suited to his years. It meets the natural and right desire of possession, and consequently gives keen delight. The avidity with which a child reads all the contents of his own particular magazine is really astonishing. He gains a great deal of information this way, and incidentally learns to read well. My own little girl has learned to read very well through reading to herself and others, "Little Women."

Among instructive as well as entertaining books I would mention those of Jane Andrews, which are delightful reading, and yet full of information. With Kate Douglas Wiggin's books most of us are familiar. Few stories could be more touchingly told than that of "Patsey." The adaptation of Ouida's "The Porcelain Stove," by her sister, Miss Nora Smith, is also particularly happy. I have been reading recently another book of Mrs. Wiggin's, called "The Rights of Children," and have found it both helpful and entertaining. To those who have not happened to see Miss Morley's book, "A Song of Life," and Miss Jewett's new book on science, I would recommend them and any similar books which tend to make natural science or history and geography, and like studies, pleasurable and profitable.

On this point, hear what Miss Angeline Brooks has to say: "Right feeling is necessary for true thinking; it is only when the heart is joyous that the intellect does its best work. The child depressed by discouragement, burdened with fear, wounded by injustice, or hungry for love, does not thrive either intellectually or morally, and the first aim of the Kindergarten is to see that he is happy." "The mind works well only when the child is happy." We are all trying to apply this principle which Froebel discovered, in the

Kindergarten and in the home. We teach the children through play; in other words, we put them in a right state of feeling, and when this is accomplished, the mind works freely and unimpeded. So it is in later life; for we are but children of a larger growth, and human nature is the same everywhere. This is the solution of the labor problem; labor must be joyous, happy, free.

Some one has said that the greatest happiness is unimpeded energies. That implies creativity, directive power, being self-determined; and it is for this that every soul struggles, fighting against odds, succeeding and pushing onward toward victory; or failing, adds one more wail to the despairing cry of the oppressed. "It is freedom we all want,—freedom of body, of mind, of soul; freedom to develop the God-given power that is within each human soul, which, given the chance, will develop into possibilities undreamed of, which, without recognition, must inevitably perish by the wayside, as the sweetest flower that ever bloomed in God's universe must wither and die if sunshine and water be denied it." Let us remember this with our children as with others, recollecting also that precious, nay, priceless as this gift of freedom is to us for which we are ready to struggle,—even die if need be,—the only measure of freedom which is possible for us is that which we accord others. To our children, whose judgment is not yet fully developed, it must be given gradually, as their powers unfold and they become capable of using it wisely; but to our peers the golden rule is the only one which will apply.

That most graphic sketch, "Three Dreams in a Desert," illustrates my meaning perfectly. The rope which bound the man, and limited his freedom, was the same rope which, by his own act, bound the woman to the earth. He could not attain his freedom until she had gained hers; so it is with all. The good of each is the good of all, and the good of all is the good of each. In closing I would quote Mr. Mangasarian, who said in a recent lecture: "We cannot love that which we do not understand, neither can we understand that for which we have no sympathy"; and he

instanced Ingersoll's inability to understand the church, and, on the other hand, the inability of the church to understand Ingersoll. The same thing is equally true of our own or the children's reading, of work in general, and of our attitude toward our friends and the world.

It is impossible for us to love that which we do not in some measure, at least, understand, and understanding is based upon sympathy; therefore first of all a right condition of feeling must exist, from which will arise the right thought, and eventually the right deed. Let us indeed be as little children, that we may enter the kingdom of heaven upon earth.

HELENA C. STIRLING.



THOU must be true thyself,
If thou the truth wouldst teach;
Thy soul must overflow, if thou
Another soul wouldst reach.
It needs the overflowing heart
To give the lips full speech.
Think truly, and thy thought
Shall the world's famine feed;
Speak truly, and thy word
Shall be a fruitful seed;
Live truly, and thy life shall be
A great and noble creed.

—*Selected.*

KINDERGARTEN AND PUBLIC SCHOOL.

VII.



ROEBEL proposes to begin teaching in the primary school with a survey of the whole world. The very comprehensiveness of the survey suggests that it is not intended to be exhausted in the first school year, but shall supply matter for the entire four years of the primary. Having commenced with those objects of daily life which are nearest to the perceptive power of the child, and familiar to him, the lessons may in the last year take a little higher ground. Objects as they are and appear form no longer the exclusive subject matter of the lessons, but their origin, the causes producing them, are considered. As the study of nature leads us to the contemplation of its author, God, thus the study of the works of man leads us to contemplate their author, man at labor, says Froebel.

The first question he proposes in this chapter is: "Who are they that labor in the cabinetmaker's shop, and what things do they make?" The answer gives opportunity to describe the activity of the cabinetmaker and the furniture he makes. Let the furniture of the schoolroom again be considered as regards its construction. The other trades needed to finish furniture must be considered: painter, polisher, etc. The difference between the cabinetmaker and upholsterer must be pointed out. In a similar manner other trades, with which the child is, or can be made, familiar, are to be discussed in succession.

Then Froebel suggests to distinguish tradespeople working in shops from other laborers. He mentions carpenters, masons, bricklayers, paper hangers, and others, who are tradespeople but do not labor in shops of their own. Farmers must be classed with the latter. Unskilled laborers

at factories, and day-laborers, must be distinguished from tradespeople.

Another distinction between different kinds of laborers is based upon the difference of the materials upon which they labor. Name the materials and describe them: wood, metal, stone, wool, cotton, etc. Distinguish them according to the place which they occupy in nature,—that is, if they are of mineral, vegetable, or animal nature, and how they are found, obtained, and prepared; also whether they are domestic or foreign.

Froebel further distinguishes the products of the labor of man according to the needs which they supply. He names products of protection,—namely, dwellings, clothes, and weapons; products of subsistence,—namely, all kinds of foods and drinks, fuel, etc.; products for the use of the laborer, artist, scholar,—namely, tools, machines, apparatus, musical instruments, books, etc. He examines the different kinds of tools and machines, and explains the nature of the kinds of labor and occupation which they have to serve.

After having considered a great many occupations and labors of man, Froebel proceeds to compare them, to point out their differences, and to dwell at some length on the points of similarity or equality in them. These lead him on to the different aims which the different labors are intended to reach. All these aims tend to satisfy one final purpose, which is the preservation and the development of mankind. This uniform end of all human labor finds its natural, and at the same time its sublimest, its most perfect expression in the institution of the family.

“All men without exception living in families, and the highest end of the aspirations of all men being the pure representation and clear consciousness of the being which God gave them, it is in the family that man must be prepared and educated to attain this highest end of his conduct and aspiration in the surest possible manner. A family consists of father, mother, children, and help. If the family shall be prepared to develop man so as to enable him to attain to the highest final end of life and to help him to the

attainment, the members of the family must recognize the end and know the means by which to reach it. They must agree as to the way and method to reach it, and must help one another with all their strength, faculties, knowledge, and means, according to the demands of the end to be reached.

"Supposing there was a family answering all these expectations, but an isolated one; would it be able, by itself, to attain to the highest final end of human aspiration? It would not, because it is not possible for a single family to unite within itself all the forces, faculties, and means needed for such an attainment.

"None but the whole of the human race, acting as one unit, is capable of reaching the highest final end of all human aspiration, — which is the representation of pure humanity."

"After having thus moved through an extensive spiral curve," continues Froebel, "the pupil has come back to the home and family, from the living room of which he started on his journey for cognizing the world. And he recognizes this spot to be the center of all earthly human conduct and aspiration. Although the objects of the external world were, to the greatest extent, observed in their external appearance only, he has learned to view them with clearer eyes, he has found man in his relations to the external world, he has found his own self. And this subject was treated so comprehensively, in order to show how every instruction must start from man, from the child and his nearest surroundings, must be referred to man all the time, and must finally lead back to man."

Not all the answers given in this scheme — chiefly not those of the last part — can be expected to be given by the pupils. The teacher must develop the ideas in the pupils so far as they can understand them. The lessons must not contain anything which the pupils can have no means of actually verifying by their senses, for which reasons not everything mentioned in the course can be used in every locality. But there are few things for which there could

not be found, anywhere, something that could be used to illustrate the foundations on which such strange things rest. Localized as the beginning of every branch of instruction must be, the instruction shall not continue purely local. From the local and special it shall evolve the general, which can but rarely be verified by the senses. It is the teacher's business to develop the mind of the pupil so as to enable him, from what he actually sees, to conclude to what he cannot sense, but merely understand,—that is, general laws and principles.

Concerning the points where the general course offers opportunities for starting special branches of instruction, Froebel says that the teacher ought to be able to find them himself. Unless he do so, his comprehension of the general course will be but limited and his teaching will be lacking in real interest. But Froebel mentions physics, that should begin with natural phenomena and striking manifestations of internal forces of nature. Chemistry must start with certain changes of matter through light or heat, such as the change of colors of leaves, the strong aromatic smell of certain leaves in Autumn, the decomposition in fall, etc.; also the changes produced by matter acting on matter. Technology may begin with the consideration of trades. If you fail to see all these points from the start, as you naturally will, do not be discouraged; you will learn in teaching, and you can be sure that with the desire and will to learn, you will find that practice makes perfect.

The "Froebel-Beginning," sketched above, is taken from the "*Menschen-Erziehung*." It does not say one word about the three R's,—reading, 'riting, and 'rithmetic. These subjects are treated separately. But it may be advisable not to separate them from the above course in actual school-keeping. It would be erroneous to follow the lead of the master in an unreasoning obedience. Froebel was probably the most ingenious educator that ever was, but he was not a good schoolmaster. And to his deficiency in the latter capacity the failure of his school at Keilhau, under his personal management, must be attributed to a great extent.

We may therefore be right to claim a considerable amount of freedom in carrying out Froebel's principles and suggestions in actual school work.

In the course above sketched, every new name given to an object newly brought to the pupil's attention shall be written on the blackboard,— first by the teacher, later on by the pupils. Let all the pupils read the words, and, as soon as possible, let them begin writing them. In this way a systematic course of reading and writing cannot be given, of course. Such a course must be built upon the basis of drawing. But the practice of reading and writing in connection with the above course can be used to show the pupils the great practical use of reading and writing, and thus to intensify their desire to learn these arts. As soon as the children are able to draw the words written on the board, in any way, let them enter them in little books, every pupil keeping his book as a record of what he has learned. There need be no good handwriting in these first records; if they supply the pupil with an account of his doings at school to satisfy his own mind, it is all that is needed. But see that the records are kept cleanly and neat, and refer to them frequently in order to inculcate a due sense of their importance on the children.

Such a treatment of the records will also supply frequent opportunities for repetition. And there is no other means but repetition to render the entire course of the "Froebel-Beginning" really useful. It will help in realizing the purpose of Froebel, which was this: to arouse the child to such an observation of nature and of the world of man as to prevent him leaving unnoticed anything deserving attention. Such a power of observation is the best means to enable the child and man to always have his whole knowledge as one connected whole in mind, in which each successive step is a natural and inevitable consequence of the preceding knowledge. In this way, says Froebel, man will learn at an early age what his destiny demands; namely, to observe and to think for himself. The great variety of knowledge suggested in the scheme is there also treated in a natural and

living connection of the whole, which organic interaction shows the pupil how utterly incomplete his knowledge is, and that he must always continue to learn and improve, which knowledge is the only secure foundation of that true modesty which is conscious of its own extensive grasp and power.

And further, says Froebel, this course of study of nature and man places man early in the central point, where he sensates the interdependence of all the knowledge received from without, which will inevitably awaken a consciousness of the first cause and final end and purpose of all creation. And this consciousness of the unity of God and the world, of the divine Spirit and man, is the final aim of all education, under whatever different names it may appear.

A. H. HEINEMANN.

[This article is the third of a series explaining the way in which Froebel proposed to begin school education. The first two numbers of the series, called "Froebel Beginning," I and II, were published in the *KINDERGARTEN MAGAZINE* of April and May.—EDITOR.]



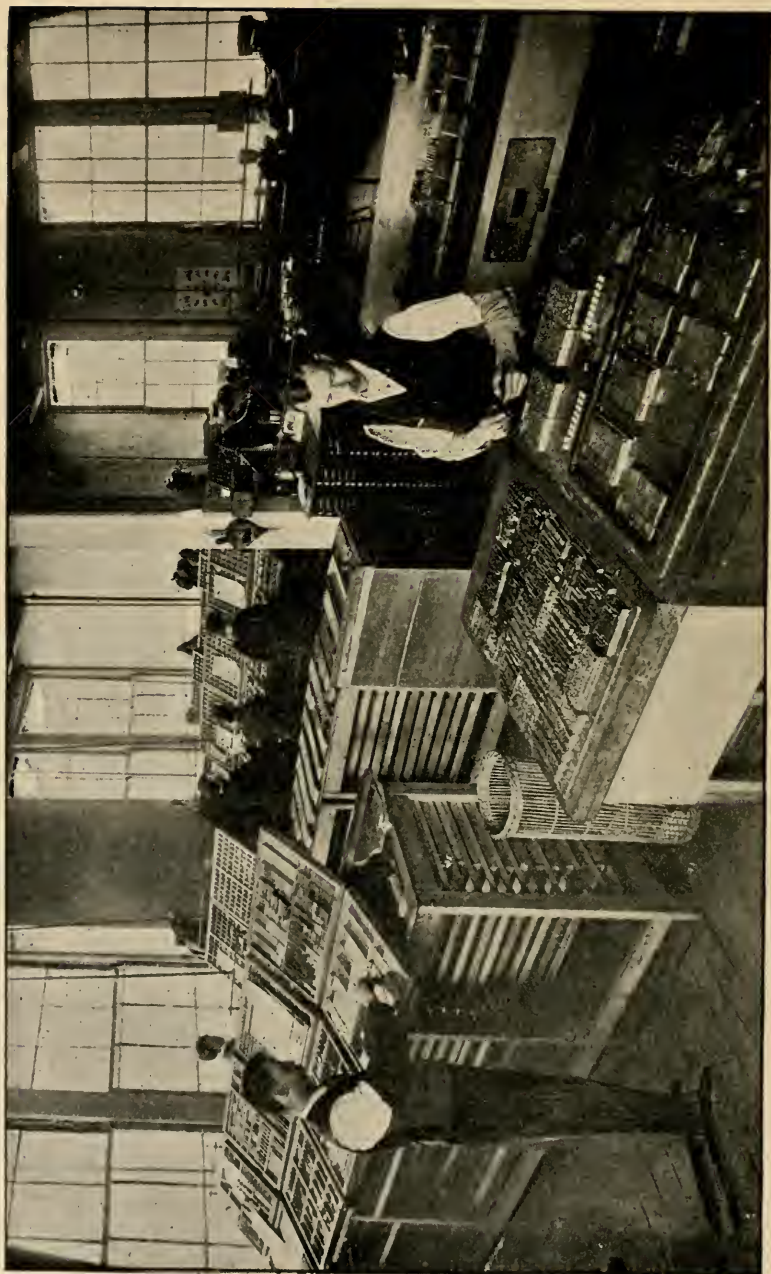
THE KINDERGARTEN LITERATURE COMPANY.



THIS company was organized and legally incorporated on the 1st of January, 1893, with the object of carrying on the work of publishing and issuing monthly the KINDERGARTEN MAGAZINE and its auxiliary, the *Child-Garden*, as well as other kindred literature. The powers and efforts of the company are consecrated to the furtherance of Kindergarten work in every direction, including the extension of the work in new fields, supplying special lecturers, teachers, and plans of work, as well as general information of the growing movement.

The change made in the management of the KINDERGARTEN MAGAZINE last Fall was as unexpected to the purchasers as it was unannounced to its many readers and supporters. The success of the fifth year just closing is largely due to the cordial consideration and coöperation of our co-workers, and we hereby acknowledge our appreciation of the same.

The magazine, which had been established in May, 1888, by the A. B. Stockham Co., and carried on for four years under the same management, was purchased in August, 1892, by Miss Andrea Hofer and Miss Amalie Hofer, both of whom were women of experience in the journalistic as well as business world. Miss Andrea Hofer had served on the KINDERGARTEN MAGAZINE as assistant editor for two years, being drawn to the work because of her deep interest in providing the right literature for children. As a member of the Pacific Woman's Press Association she served, with her pen, several of the most prominent Western journals in assisting the growth of the Kindergarten cause. She has also been a member of the Illinois Woman's Press Association. Miss Amalie Hofer is one of the early graduates of



VIEW OF A PORTION OF THE COMPOSING ROOM.

the Chicago Kindergarten Training School (now known as the Kindergarten College), having served a practical apprenticeship for six previous years in the newspaper work, including every department of the same.

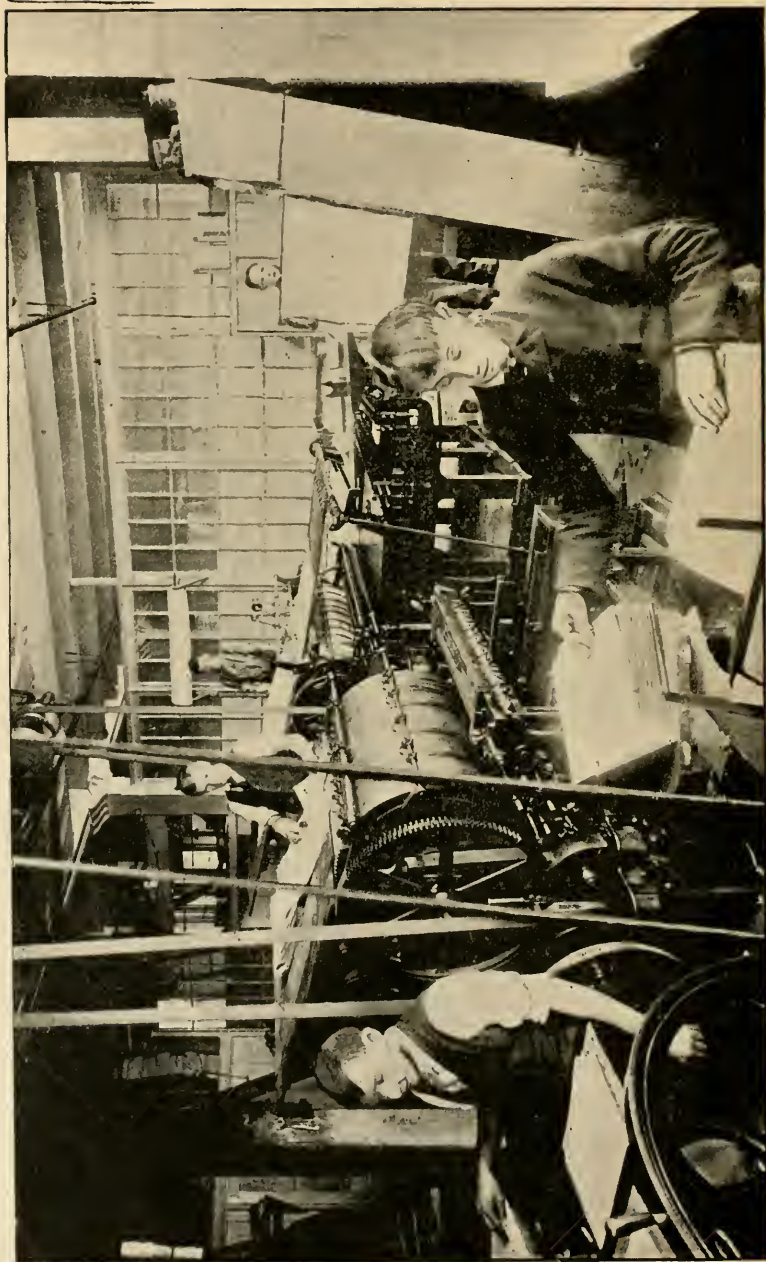
The Misses Hofer were the sole owners and publishers of the KINDERGARTEN MAGAZINE, as well as the *Child-Garden* (which was first published in December, 1892), until the 1st of January, 1893, when the entire plant was transferred to the present Kindergarten Literature Co.

This company is capitalized to the amount of \$25,000, with shares at \$25 each, divided variously among a score of stockholders, all of whom are vitally and broadly interested in the Kindergarten work, representing the states of Illinois, Ohio, Indiana, Michigan, New York, Iowa, Missouri, and Massachusetts. A few shares of the stock are still open for sale. The board of directors of the company is as follows: Andrea Hofer, Mary Boomer Page, Arnold H. Heine-mann, Anna N. Kendall, Martha Allston Moses.

The business of the company is operated by the following working force:

Managing editor, Amalie Hofer; secretary and treasurer, Martha A. Moses, formerly of Columbus, O.; superintendent of printing and binding, Andrew J. Mouat, who has had large experience in all branches of the business in some of the best printing houses of Chicago; subscription and book department, Esther S. Jacobson; business manager, Andrea Hofer.

The Kindergarten Literature Co. opened its own printing and publishing establishment in January, with a complete outfit, comprising a composing room which accommodates fifteen compositors; a press room with four presses; a bindery with complete equipment, including a smasher, cutter and trimmer, folder, and stitcher; and a mailing room. Both men and women are employed in this establishment, and the so-called Kindergarten principles of order and righteous daily work pervade every department. The employees receive for their work as good wages as prevail in Chicago, and have been carefully selected; conse-



A SECTION OF THE PRESS ROOM.

quently the company has at its command a conscientious, hard-working force, which can be depended upon to do its work in the best possible manner. The views shown herewith will give those unable to visit the plant some idea of how the work is carried on, and what an important part the Kindergarten idea is playing in the active business life of the age.

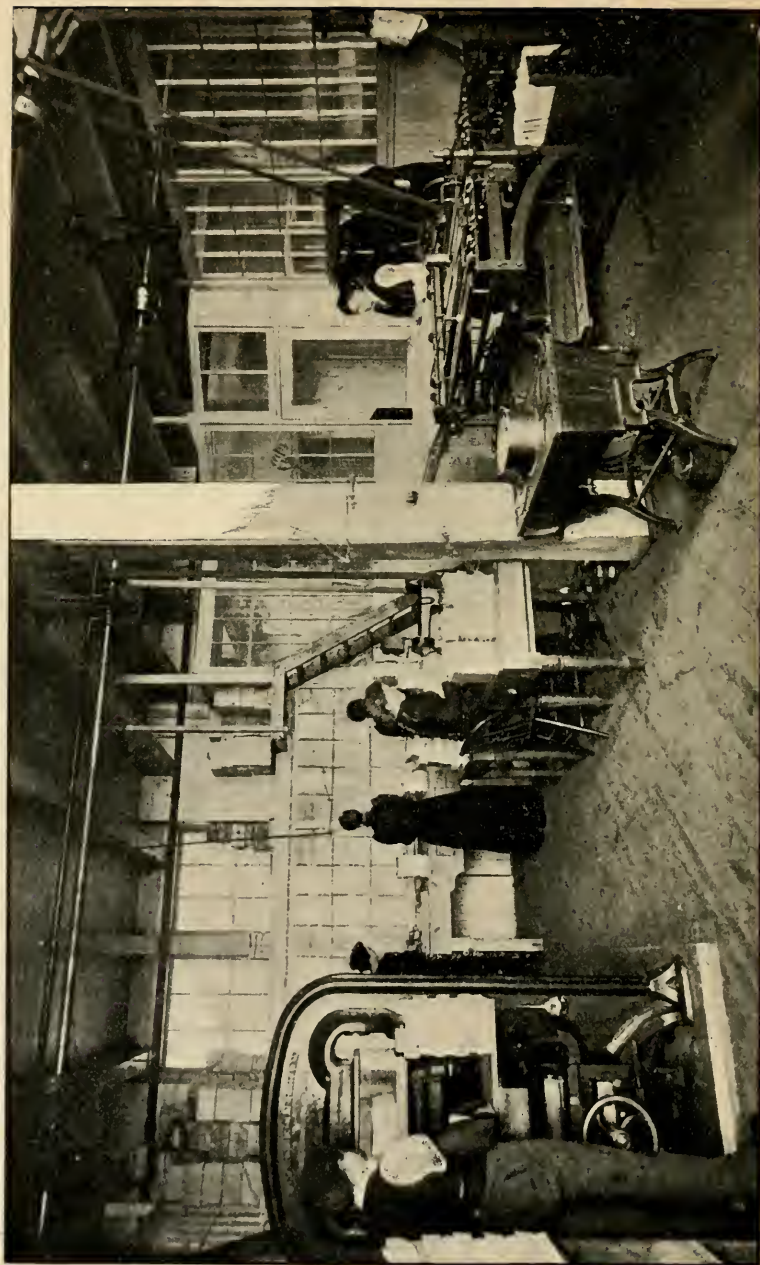
The equipment, made up of the best material and most modern machinery, is especially calculated to do such work as is required for periodical literature, bookwork, pam-



A CORNER IN THE BINDERY

phlets, etc. The presses are kept constantly supplied with all the work they can carry, including besides our own two monthlies, other weekly, quarterly, and monthly periodicals, and a considerable amount of miscellaneous job and bookwork. The KINDERGARTEN MAGAZINE and *Child-Garden* are fair examples of the artistic and correct periodical work aimed at by the company, and the reputation it has already established in that direction is showing itself in the increased amount of work being done by it.

The printing plant of the Kindergarten Literature Co. is to be found on the fifth floor of the Springer Building, lo-



THE BINDERY—SHOWING FOLDER, STITCHER, AND SMASHER.

cated at 166-174 S. Clinton street, one block west of the Union Depot. The Adams street horse-car line passes within a few doors of the place, and visiting Kindergartners desirous of seeing a first-class city printing office, and the place where the KINDERGARTEN MAGAZINE and *Child-Garden* are made, will be welcome. The editorial and business offices are in the Woman's Temple, on the corner of Monroe and La Salle streets, and here will always be found some one to greet visiting Kindergartners and hear their views on this great educational system, and also to learn how the work is progressing in their section of the country.

The Kindergarten Literature Co. will keep its regular offices open during the entire Summer, as well as provide service and attendance at the World's Fair grounds, with central quarters in the Children's Building, where a collection of valuable literature and other information on the subject of the Kindergarten and child culture can be found.



EDITORIAL. NOTES.

CHICAGO has been the battlefield for a discussion which is of universal interest and importance,—viz., that of worthy or unworthy methods of public instruction. At the mass meeting of citizens assembled in Central Music Hall, April 23, several remedial points were discussed. It is a minor office merely to point out errors in existing systems; it is mediocre to abuse, denounce, and personalize conditions that are outgrown. Both of these means have been used in this particular discussion of the "special studies" in the Chicago schools. They have, however, served to arouse all thinking classes to a thorough investigation, as the mass meeting testified. After agitation comes rectification. This agitation has brought the following wise provisions to the surface: viz., that clay modeling, paper cutting, and similar developing handwork should be begun in the Kindergarten and not left entirely until the time is needed for regular school work,—therefore let the Kindergarten be universal; that every primary teacher should know sufficient of music, German, drawing, and literature to take the place of the special teacher in these departments; that the city throw the finances now devoted to the special teachers, and the talents of the same, into one central normal training school, and provide generously for the preparation of the every-day teachers, who live with the children. A committee of fifty active, intelligently interested citizens has been appointed to investigate and recommend better methods for our schools, and to support and assist the Honorable School Board in all practical issues. This committee has representatives from every school district in the city. This is a rational movement, and one which may solve similar difficulties of situation in the future.

It has been the pleasure and profit of the editors of the KINDERGARTEN MAGAZINE to interview many serious, ear-

nest teachers in our public schools during the past weeks of hot discussion in Chicago. These testify, in the main, that if there could be regularly authorized Kindergartens in connection with our public schools the great problem of manual and artistic and practical training would be solved for the higher grades. This testimony places the duty and opportunity of the Kindergarten above par. The entire educational situation of her particular village or town or city—yes, of the country—is to be influenced by her work, and her worthy presentation of what is known as the "Kindergarten system" or Kindergarten methods. This fact alone should be a great incentive and inspiration to Kindergartners to concentrate their forces, enlarge their powers, and work together with greater energy and more intelligent zeal.

The coming Summer congresses, wherein all educational factors are to be calmly considered side by side, will add new testimony and bring about a horoscopic view of the future scope and consequences of the best lines now pursued. Every Kindergarten should have her heart in touch with the broadest discussions, and above all else coöperate cordially with every movement to consolidate the interests and powers of the workers. The Kindergarten Congress will be a Pentecostal week, wherein outgrown issues will give way to new needs, and broader, more impersonal contemplation of the meanings of our work.

It is said among musicians that in no work is there so much professional jealousy as in their own. The same sentiment has been voiced by members of every profession. The most mischievous form under which this personal failing masks itself is that of "doing all for the cause." In order to preserve the purity and truth of a great work, many an earnest one has been misled into overdoing for himself. The man or woman who constantly says he or she does "all in the name of the cause," and "for the cause only," may well be looked upon with suspicion, since such and similar phrases often fall in emptiness from lips un-

worthy a noble cause. Words may fail, but the works of earnest, uncompromising fidelity are never misunderstood. The great lesson to be learned in this the nineteenth century is, that *humanity* is the end and aim of every great effort or aspiration. No so-called "cause" is so great that it justifies the stirring up of enmity, hatred, or the condemnation of the brethren. Jesus Christ proved his divinity by his humanity, and stands alone as a reformer who instigated to no bloodshed. Is there a lesson in this for the collaborators of high professions? Does the end justify the means, even among Kindergartners?

TRUE rest is gained through agreeable activity. The vacation time becomes the season of greatest growth to the wide-awake teacher. Every Kindergartner may lay up honey during July and August for her Winter hive. One of the happiest ways is to open a little field class during the Summer. Do not wait for some one to organize it or to hire you, but talk it up in your own neighborhood. Set a morning, and start out with a few children or young folks who are willing to keep you company. Though you never receive a dollar for your time, the ramble or series of field excursions will pay you well. The questions asked by the youngest members of the party will arouse more of the naturalist in you than will all your reading or scientific study.

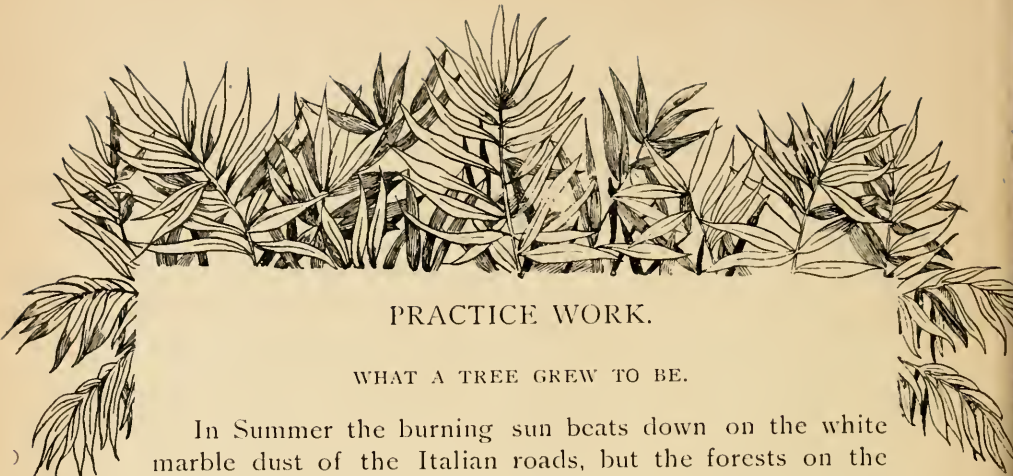
KINDERGARTNERS have the privilege of the truly great,—that of *giving much*. A ten weeks' Summer Kindergarten is a most excellent and practical investment, even though the practicing novice is totally "out of pocket" in the matter. The training school does not provide the experience of the Summer months' work. The rarest experience that may come to a Kindergartner is to keep school under the trees with an eager group of village children.

EVERY Kindergartner can find some spiritually hungry friend who has not had the privilege of special training in music, Delsarte, stories, games, or contact with beautiful children. Share with such, of your precious store. It is

not necessary to seem either self-conceited or bigoted; but in simple, straightforward sincerity, "be helpful."

IF your Summer takes you to a small village or suburb or the farm homestead, make friends with the children. They do not stand on ceremony. Be a child with them. Tell stories, play games, and above all else interest them in the free life of nature all about them. This communion with the children and out of doors, will give you the spirit of Froebel.

THERE is no reason why Kindergartners may not be known all over the land by the blessed sympathy and ungrudged coöperation which their daily work demands they shall practice. Let the title "Kindergartner" never be qualified by such adjectives as narrow, sordid, repressed, or begrudging. Give, and, by freely giving, gain tenfold more.



PRACTICE WORK.

WHAT A TREE GREW TO BE.

In Summer the burning sun beats down on the white marble dust of the Italian roads, but the forests on the western mountain slopes are cool and dim. The wind stirs the long grass, and the shadows of the leaves tremble. If one walks there alone and there is no hard thought in his heart, he learns strange things. There are strange things in the hearts of trees.

Long, long ago, a shoot of maple grew in this garden. It was small and poor; you might have cut it off to make a whistle to mock birds with, not knowing the sweet dreams that can live in the heart of a maple. Still she could not say herself what she dreamed.

When the wind came brushing through in the morning, whispering, "What will you choose? what is your dream?" all the trees, with their wishes ready, broke in soft clamors: "I would help build a palace! I a temple! Where a king treads! A pilgrim's staff! A shrine! A wayside cross!"

The wind said "Ah!" and caressed them all, marking the one that did not speak. Day after day came the wind. The trees whispered their great wishes over and over. But the maple said nothing, and it came to be noticed that the wind stood still sometimes and looked at her.

"It is strange," said some; "if this sprig has no ideas, how is she better than brushwood?" "What does it profit us that we have grown great and strong, if such as she can claim the love of the wind?" "Look! how pale she is; she trembles when the wind passes."

"Hush," said the wind softly; "there is a great dream in her heart."

"Then she has told?" they said.

"No, she has not told," said the wind.

"Then how can you know?"

"I have a dream I have never told; I have a great wish."

"Oh," said the trees softly, "can you wish for anything?" But the wind was off, flying on and on; they caught at her robe to hold her, but she only fled faster and faster.

Men on the road to Cremona held their hats and said: "Hear the melodies the wind sings; she teaches the trees her songs. Ah, listen, listen! how beautiful!"

The next day when the great storm had passed they began smiling and nodding one to another, and at last, quite shaking with laughter, they said: "But is it not amusing, my dears? Is it possible for one to have a great ambition and not know what it is? Is there anything in the whole world that hasn't its name?" "And could the wind, who has all power, wish for anything?" They all laughed.

"I knew a king once," said a wind-sowed weed, "and he longed for something." The trees looked amazed. "He cried continually in his heart, 'I have lived and been only a king! Oh, if I could live again, to mind sheep and play the lute!'"

"The lute," murmured some, "what is a lute?"

"A wondrous singing thing, made from a tree."

"A tree?"

"But cut away and wrought so fine that with its silver strings, the wind brushing through sweeps out melody, and at the touch of man, the unspoken longings stand real and perfect."

The trees stood still. "But does it make men pray better?" they asked hoarsely.

"It is prayer," she said; "the soul of man and the soul of nature rising in one voice."

The young tree trembled, and she cried, "This is my dream: I would sing!"

The others looked at her. "Sing!" they cried, "Aha! Hear, dear Wind, hear this great dream! See, after all it is

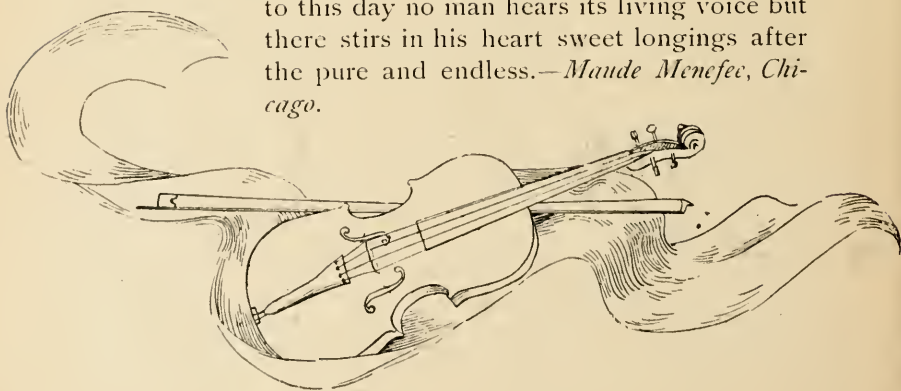
nothing. She would sing, eh? Oho! let us call her the lark tree!"

"Lark tree? that is so sweet a name! Does not the lark in the fresh early morning soar free and glad into the heavenly blue, pouring out melody over the whole world? I will sing; I will be a violin—a lute—that singing I may lift man with me into the heavenly tone region, where his dreams and hopes live perfect and real!"

"That sounds very pretty indeed; but do you think she can be nice? It doesn't sound ladylike. My daughters shall build dovecots," said the trees. But the wind said, "Blessed child!" and sinking down she sang to it low, wild melodies taught her by the changing mood of the sea, and the song that lives in silence, until it was with the tree that song and her own soul were one thing.

And one day when her life had grown perfect in all things, when she had served in all ways that trees serve, and stood brimming from the bounty of sunlight, frost, rain, wild storm, and bird song, she was made free,—she and the others,—and they floated down the river in loose rafts together. In the great market old Antonius, the master "maker," found her, and in the mystery of his art he wrought this violin. That was long, long ago. The other trees living out their dreams,—where are they? who can find them? Even the blessed wayside cross and the little shrine have been replaced. But here is this violin. And

to this day no man hears its living voice but there stirs in his heart sweet longings after the pure and endless.—*Maude Menefec, Chicago.*



JUNE WORK WITH SEEDS — THE TENTH GIFT.

Evidences of the new life are visible all about us. Even in the paved streets of our cities patches of tender green tell us that "Everything is upward striving." Our town-imprisoned children feel an irresistible longing to stop on their way to and from Kindergarten to secure the tiniest token which the season offers. Within the limits of four walls there is nothing more suggestive of nature's efforts without, than the planting of seeds in the clay pots modeled by the children. Fill these with rich earth, that speedy germination may be secured. The patient waiting of the children for the "waking of the baby seeds" must not be unnecessarily delayed.

In these intervening days gardens of pleasing designs may be laid out on the Kindergarten tables, utilizing the dry seeds accumulated by the children during the Winter. On a table of dark wood or polish, especially mahogany, the pale yellow of the dried orange seeds gives an agreeably dainty contrast. The symmetrical figures formed on the oak tables with the brown apple seeds or beechnuts are equally effective. These touches and combinations of nature's own colors can be brought closely to the children's observation when the Kindergarten herself fully appreciates their beauty.

During the past months we have emphasized through our gift work the solids, planes, and lines. Such subjects as the heating furnaces and life among the cold-country people and the Eskimos require the use of strong materials. As Spring has approached we have been making the acquaintance of another of the "Seven Little Sisters," and have followed the "Brown Baby" into the very heart of the tropics. This has furnished us with many a delightful lesson with the seeds. We have brought the "Brown Baby" back with us to the World's Fair, and we have investigated her share of the wonderful exhibit among the waving palms from her own warm southern country. The Kindergarten can read between the lines of this work and see what an

unconscious preparation all this is for the children to fully enjoy the Horticultural Building.

In this sketch the possibilities of color study, form, and botanical knowledge can only be suggested. The varying browns and yellows of seeds and grains, and the wide range of color and form study to be brought out in the parquetry work by reproducing flowers and plant forms, lend a richness to this season which no other may equal.

Let us illustrate some of these practical possibilities in detail. During our Monday morning's talk seeds of various kinds are given out among the children. We notice every feature of the seeds, remarking wherein these are like or unlike those others. The use of the seeds is made the center of interest and details clustered about this. Miss Pouls-son's song of "In my little Garden Bed" fulfills its mission in utilizing the fingers to portray the process of planting and growing. This little song can be made the means of holding the children's attention to the tiny seeds, and bringing it all home to the child by means of his own activity. We have sung the words to the simple music of "Five Little Chickadees," in the Gertrude Walker Song Book, and by so doing have carried it over to the circle and dramatized it in full.

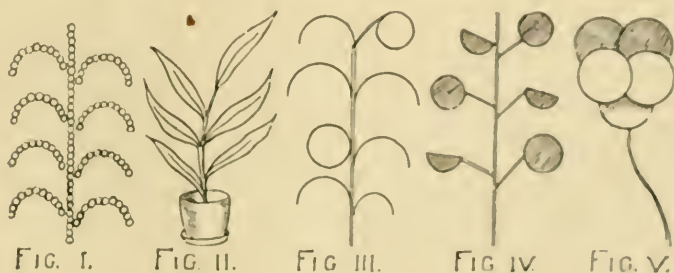
A retrospective lesson of all the outline forms emphasized through the year can be gained by laying out as many differently shaped garden beds as possible.

The occupation work for Monday is the perforating on the four-by-four-inch cards any one of the geometric forms laid out in the gift exercise of the morning. As before, let the children select the forms.

When Tuesday's "gift hour" arrives, let the children arrange the seeds in some such pattern as Fig. I. Let us lay a line of seeds—say three inches in length—in a vertical position, curving alternating branches right and left, as the plant adds new branches at intervals. The occupation for Tuesday may represent a delicate fern or slender palm, outlined on the cardboard, as a memento of the "Brown Baby's" land. See Fig. II.

Wednesday we take the sticks, whole and half rings, for our gift materials. The children are left to picture such of the delicate southern flora as we have described and talked about. The occupation work for this day is the sewing of the outline palms perforated on Tuesday, using the wools of beautiful Spring green shades.

The gradual development of the material leads us on Thursday to use the sticks again, with the addition of the circular and semi-circular tablets. At the end of the free-



playtime a veritable orange grove lies pictured before us. An occupation reflecting this gift might be a pasting lesson of parquetry circles in yellows and violets arranged on the cardboard and used as a bookmark. The tints and shades may be selected according to the natural pansy.

Friday the tables pictured, at the gift hour, garden beds, orange groves, orchards, clumps of the date palm, and all suggestions offered by the children as they review our visit to the Southland. Among the materials that could be used for this work might be the cylinder and spheres of the Second Gift, the sticks, seeds, rings, and tablets, including the sand table for a final expression of the whole.—*Fanny Chapin.*

OCCUPATIONS WITH THE SEEDS.

1. The youngest children of the Kindergarten are fond of stringing beads. Let them string seeds, such as melon, or citron, which have been soaked in warm water for an hour. Give each child a needle threaded with a moder-

ately long thread tied into the eye of the needle, and let each string on as many seeds as he can, piercing them at the center. It makes a pleasing chain to alternate the yellow citron seeds with the black sunflower seeds. Alternating the number of black and yellow can be increased as the child's understanding of number enlarges.

2. For quiet work for the children, give them the mixed seeds to sort and count. This is helpful when the Kindergarten must leave the children, in an emergency, to themselves.

3. Lay seeds to outline a picture of a flower or plant. If necessary, draw the outline with chalk on the table and allow the children to trace with the seeds, using more than one kind if they feel that the different parts of petal and stems should be of different materials. The oats make excellent lines for stems. Let the children make a second outline without the chalk mark.

4. Make forms of beauty, radiating from the center, conventional floral designs, wheels or other geometric patterns, using two or more kinds of seeds, contrasting in color, size, or form. These can be preserved by pasting carefully on cards or sewing them on a piece of black cloth.

5. Let the children illustrate to the Kindergarten in charge, the patterns they remember to have seen in the oil-cloth, carpets, or wall papers at home. This emphasizes the reproduction of pleasing and accurate designs, and quickens the observation.

6. Give directions for some simple form, such as a daisy, using a single lentil or a circle of lentils for the center, and arranging the long oval melon or pumpkin seeds for the petals. Let the children repeat this simple rosette in a border around the table, and, if possible, reproduce it in free cutting and pasting.

7. The following seeds are very accessible for the Kindergarten collection: the lentils, corn, both red and white; wheat, barley, and rye; oats, pease, and beans. There may be several varieties of the latter,—black, red, white, and spotted. Fruit seeds may be gathered by the children,—

such as apple, grape, citron, melon, and pumpkin. Of the flowers the morning glory and sunflower are useful, and the triangular beechnuts and variegated sea beans are very attractive. The occupations with seeds are a distinct use peculiar to the Kindergarten. The scientific study is another line of work, as well as the garden use and growth of the same. All three are, however, appropriate to Spring work.

8. Let the children reproduce the stories and pictures brought to the Kindergarten. In order that this work may be progressive it is important that the Kindergarten keep her interest keen and alive, that the children may have a worthy incentive.

9. Older children can learn to write their names in the seeds, or to make the numbers they are just learning to form.

10. It is pleasing and valuable to gather a group of children of different ages at one table, to lay out a park, with walks, flower beds, and trees, as a surprise for the other children. It is important to be very careful of the seeds and never allow them to be scattered or destroyed. A little boy once said when the lentils were produced: "Pooh! only little seeds." His attention was called to the fact that the table he was leaning on was once the seed of an oak tree with the seeds, and then forming a sequence of development by having the children select the simplest and arrange in order of modifications. — *H. B.*

THE IOWA STATE BUILDING AN OBJECT LESSON TO KINDERGARTNERS.

The Kindergarten philosophy makes room for every crude effort, whether this is put forth by individual, state, or nation. The early stages of race development have been accepted in its creed, to index the corresponding stages of individual expression. The crude, untouched masses of raw materials provided by nature have little by little been mastered by man — as we say *manufactured* — into new forms dedicated to ever-enlarging uses.

The Iowa State Building is located on the edge of Lake Michigan, at the extreme north end of the Columbian Exposition grounds. The exterior suggests a low, rambling pavilion surrounded by a broad veranda and walk. It is the interior which attracts the visitor who is seeking that which is unique, provincial, or historic. It is a tribute of the great Prairie State, written in letters of corn and grain, and decorated with the materials of its own native fields. The brilliant colorings, transferred direct from nature's own granaries, are laid in a wonderful mosaic wall and ceiling, but the brilliancy and strong contrasts are far from crude. A softness and mellowness pervades the entire room, which is a remarkable evidence that natural color far exceeds in purity and depth any product of the conventional arts.

A mathematical arrangement of the corn and grain, placed in decorative designs, covers the interior walls. There are stars of yellow corn, disks of the deepest garnet, and panels of richly patterned figures of every hue of yellow and brown. All exhale the sweetest perfume of their native heaths. A gorgeous frieze carries a design of fan forms made of rich yellow corn tipped with the creamy white husks, against a background of deep blue. Many of the panel designs are the same as those produced by the Kindergarten weaving, seed laying and tablet work, which will, because of their simplicity, give the children great pleasure.

At each end of the great hall, over the doorways, is poised a noble eagle, made out of shaded reds and browns in small corn on the ear. A beautiful shield with stars and stripes is held by the eagle, and the whole presents as dainty an effect as a Kensington embroidery. There are other pictures painted in this unique way, representing cattle pieces and the various industries peculiar to the state, including the coal mine, the pottery, and dairy. One of the exhibits is a great shock of corn mounted on a column of handsome corn, with pigs running in and out, peeping at the visitors. The many suggestive and surprising details

of the entire exhibit make it one of the most attractive spots on the grounds. — *A. H.*

MY GARDEN.

Flower Song for First Gift.

(To be sung to tune of "Two Roses.")

I.

In my garden roses grow,
Wet with sparkling dewdrops.
Some are blushing red, some fair;
And I watch them blooming there,
Swaying in the sunlight.
Tell me, roses, tell me, do,
What the sunshine says to you.

II.

Daffodils are nodding there,
Yellow as the sunlight.
On their stems they gently sway,
Through the long sunshiny day,
And the soft breeze rocks them.
Daffodils, now tell me, do,
What the sunshine says to you.

III.

Bluebells nod, and ring their bells,
And they jingle gayly;
In their cups they hide the dew.
Butterfly, that is for you;
You must search and find it.
Bluebells dear, now tell me true,
What the sunshine says to you.

IV.

In among the grasses green,
Violets are nestling.
They are hidden safe from harm,
And the soft grass keeps them warm;
Marigolds watch over.
Marigolds, your brilliant hue
Says the sunshine painted you.

V.

Little flowers, I love you all,
 And I watch you blooming.
 God is good, and bids you grow,
 And you love him; this I know,
 For you do his bidding.
 Yes, I've guessed your secret, too,—
 What the sunshine says to you!

Julia F. Cavarly.

California Kindergarten Training School.

SOME DAINTY BALL SONGS.

BECKONING THE BALLS.

Little ball so bright and fair,
 Come to me from your basket there,
 And I will toss you up so high
 Toward the bright and sunny sky;
 I'll catch you in your downward fall,
 So you'll not touch the floor at all.

DISTRIBUTING THE BALLS.

These little flowers, all so fair,
 Need handling with the greatest care;
 So when I give them to you all,
 Please do not break nor let them fall.

FLOWER SONG.

(With Balls.)

Out in the garden flowers are growing;
 Summer is coming, and soft winds are blowing;
 Roses and buttercups sway in the breeze,
 While little birds sing in the green, leafy trees.
 Bluebells and poppies lift their proud heads
 To drink all the dew that falls on their beds,
 And violets, growing so fresh and so fair,
 Give to the breezes their fragrance rare;
 But children come in the garden to play,
 And gather the flowers and take them away.

—*Elizabeth Corey, San Francisco.*

HOW TO INTRODUCE SECOND-GIFT FORMS TO THE VERY
YOUNG CHILDREN.*(The Sphere of the Second Gift.)*

The children play "surprise party," and the soft balls of the First Gift and the spheres of the Second Gift, under a handkerchief or apron, are visitors who have come to surprise the children. They cannot tell who their visitors are, for their faces are covered; but they ask them to speak, and perhaps they can tell by the voices who they are. A soft ball speaks first. "We have heard that little voice before." The hard balls then speak. The children of course are surprised, and are sure they do not know the voices. They imitate their visitors, first the soft ball's voice and then the voice of the hard ball. The soft balls are recognized and the children guess their names, so the handkerchief is taken from off them. But the spheres they have never seen, and cannot tell by their voices whether they are round like the soft balls, or not; so they ask them please to draw the handkerchief very tightly over their faces that they can see the shape and guess by that who they are. They then are able to guess, and all are uncovered. This playful presentation excites their curiosity and interest, and the mental effort made under these favorable circumstances is most valuable.

(Introducing the Cube.)

The sphere is a little child who decides to bring the children a visitor whom they have never seen. They are very anxious to know something about the visitor before he comes, so that they may know how to treat him. If he has a round face like the sphere, they think he may enjoy rolling, and they can perhaps entertain him by playing "Roll over; come back." If he has no round face like the sphere, they must find what his face is like. The children feel first for the sphere and then the cube, under the Kindergarten's apron, and find that the cube has more than one face and that the faces are not round like the ball, but are flat like the palm of the hand. Since the visitor's faces are flat,

they conclude he must like best a flat place to stand on; so they find flat places in the room, and entertain him by letting him stand first on one flat face and then another, and the sphere excuses himself and rolls off home.

(Introducing the Cylinder.)

The children are seated at the table with their hands behind their chairs, ready to receive what is given them, and they sing, "Though your little eyes are blinded," etc. The cube is given, and then the sphere. When the cylinder is given, of course the children are surprised and cannot tell its name. Since they do not know its name, the song is changed and is sung —

Though your little eyes are blinded,
Your little hands are free.
Now take this, and its edges (faces, corners)
You may quickly tell to me.

(Game and Story for the Sphere, Cube, and Cylinder.)

Once upon a time there were three children who lived close together on the same street. One little child's name was Rolly-rolly. Her mamma named her so because she loved so well to roll. Another little child's name was Stand-still, because he liked to stand still better than to do anything else. The third child had no name.

One day Rolly-rolly started to roll down the street as fast as she could, and called to Stand-still to roll too; but Stand-still could not roll. He tried, but every time he tried, his corners stopped him; and he said, "I am very sorry, Rolly-rolly, but I am afraid you and I were never made to play together; we are not at all alike. I have corners and you have none; my faces are flat and yours is round." Just then the child who had no name stepped up and said: "I will roll with you, Rolly-rolly; and, Stand-still, I can stand still with you, for you see I am both round like you, Rolly-rolly, and flat like you, Stand-still." So she turned on her round face and rolled with Rolly-rolly, and then on one of her flat faces and stood still with Stand-still. "Oh, I know

now a name for you, little child!" said Rolly-rolly. "Your mamma must name you Rolly-rolly-Stand-still, for you can roll like me and you like also to stand still like Stand-still." So they all ran off to the little child's home to tell Mamma they had a name for her little child,—the name Rolly-rolly-Stand-still,—*Mrs. W. H. Edwards.*

COMPARISON OF FIRST AND SECOND GIFTS.

("Quiet" and "noisy" balls.)

I.

Five furry kittens
Waiting in the house.
Softly, softly!
They think they hear a mouse.
Snowball says, "Be still."
Whitetoed says, "We will."
Softpaws says, "Listen—so."
Fluffy says, "Ready to go?"
Sharpeyes says, "I see a mouse."
Upstairs, downstairs,
They scamper through the house.

II.

Five noisy ponies
Running out of doors.
Catch them, catch them!
Harness them in fours.
Brownie says, "Oh, hurry—do!"
Blackie says, "Are you 'most through?"
Whitefoot says, "See me run."
Lightfoot says, "It is such fun!"
Robin says, "I'm not to go."
Up the road, down the road,
Scampering off they go.

—*Esther Jackson.*

NOTE.—This can be used also as a finger play, and even as a circle game.

SAND AND GARDEN WORK.

The ideal Kindergarten has its true home in the open air, with the blue sky above, waving branches with the glint of the sunshine through them, the singing of birds, the humming of bees, and the stir of life all about,—movement in nature contributing to create activity in the child. The growth of the human organism should be simultaneous with and surrounded by the processes of natural growth, that the child may unconsciously be influenced to realize his oneness with nature and with nature's God; that he may breathe in the knowledge of the laws which govern nature; and that knowledge, gained inevitably through experience, may ripen into character,—the fruit of a life nobly and fully developed. But while we are thinking of the ideal we are facing the actual. How are they to be reconciled? With four walls as our boundary, and beyond them the stones, dust, and noise of a city, how are we to bring the child life with which we have to deal, in contact with the great world of nature?

It is the old problem of Mohammed and the mountain, and must be solved in the same way. We must bring nature within our four walls, and make the desert of stone and wood and plaster "to blossom as the rose," with sights and sounds of the country, making the inhabitants thereof to rejoice.

The sand table and garden work offer possibilities in this direction, which we may convert into actualities if we use them with intelligence. The possibilities of the sand table are great even for the wee babies in this child world and child garden. Which of us is so forgetful of the delights of our own childhood that we do not think with quickening pulse of the joy of sand digging, the making of mud pies, and cakes baked in the sun and frosted with pulverized marble, brick dust, etc.? How many lessons of the practical things of life we learned then! Even though our energies were self-directed, our activity was entirely spontaneous.

By means of the sand box we may teach the little ones

these same lessons, and as they advance in knowledge the work at the sand table grows more complex, till it becomes the exponent of geographical terms, the illustration of brooks and rivers, mountains and valleys, desert and forest. It delights all the children, from the least to the greatest. From the little garden spot of the wee ones, it becomes to the older children a map of the world. The land may be peopled, buildings erected, and the different vocations of man simulated by using the various gifts and occupations in conjunction with the sand box. By its aid various manufactured articles may be traced to their natural elements through the various stages of their construction. Here the "little garden bed, raked so nicely over," is removed from the realm of the imagination, and becomes a tangible fact. Here the instinct of the future architect may be satisfied in tracing, in the sand, ground plans for various buildings,—a work which personal experience testifies to as delightful. One may lay the foundation, and another build thereon; one may fence the garden, and another plant the seed; all the work will belong to all the children, for in all each will have a part. This is the highest use of the sand box,—to strengthen the spirit of unity which should pervade the Kindergarten and become so much a part of the life of each child that he may in maturity contribute his share to the unity of humanity, feeling himself allied to every other unit in the sum of human existence, recognizing in every man a brother. So we shall come a step nearer the solution of the social problem through the sand box of the Kindergarten! Truly its position is one of dignity.

Now a word in regard to garden work in the limitations of a Kindergarten. We recognize its importance as a factor in education, but we sometimes question whether within our boundaries we can carry it far enough to be of any practical benefit. But that is the narrow view. Are we wise to decline to make what we can out of our environment? to refuse the garden work a place because we cannot do it under open skies, with largeness of space at our command? Let us by all means have a garden, if it be but one

plant in a pot, or a window box of earth for our seedlings. It is quite possible, if the temperature, ventilation, and light of our Kindergartens be what they should for the health and growth of the human plants, to have the room bright with vegetation. We bring the pussy willows and the leaf buds to our Kindergartens, and the children watch with great interest their unfolding, and, through the plant life about them, learn of the processes of nature, learn to love these manifestations of the universal life, and through them receive many lessons of patience, carefulness, and gentleness as they see the quiet work of that life in nature. Influenced by its spirit, gradually they, too, respond to the power of life, and become flowers on the tree of humanity, blossoms prophetic of the fruit of a complete and finished life. The buds are an inspiration also to the Kindergarten, for she watches their gradual unfolding and realizes through them that just so she must patiently wait for the unfolding of the leaf buds of promise which she watches so eagerly in the human lives she is nurturing. So through the things of nature she will become wise in the process of organic development, and will be content to sow the seed, to cherish and nurture it, and wait in peace for God to give the increase.—*Cornelia Fulton Crary.*

THE SAND TABLE IN THE PRIMARY SCHOOL.

One of the problems with which primary teachers are struggling is that of suitable and profitable occupation for the children when not having a lesson.

The sand table, as furnishing an opportunity for much excellent work, stands in the front rank of schoolroom appliances.

One that is very serviceable consists of a wooden tray about nine feet long, eighteen inches wide, and four inches deep. One end of the rim is put on with hinges, so that it may be unhooked and the sand be easily brushed into a box kept for that purpose.

It is supplied with hinged supports in front, and fastened against the wall at a convenient height by hinges, so

that it may be emptied and folded down against the wall when not in use.

Filled with clean sand and supplied with boxes of blocks, sticks, stones, shells, and similar articles, it furnishes a means for thought expression that is welcome to the child, and useful to child and teacher.

The ways in which it may be used are too numerous to mention, but some may be briefly hinted at.

Stories may be illustrated, the scene of action being shown, and the places and actors located according to their relative positions.

The schoolhouse and home may be shown in relative positions, the path between them laid out, and the directions noted.

All forms of land and water that come within the child's experience may be shown, and his representation of them will tell the teacher much of the child's idea of the relations existing between them.

Neatness, gentleness, truthfulness, and unselfishness will be indicated, and may be taught through this occupation; and no teacher having felt the value of the work done at the sand table will be willing to do without its aid.—*Sarah E. Griswold, Cook County Normal School.*

MISS ROBIN'S KINDERGARTEN.

"Oh, yes, the birds must have a school,
"Tis really very plain to me."
Thus sang Miss Robin Redbreast gay,
At Boston, from a maple tree.
"A Kindergarten is but fun,
And I can teach one without fear;
For through Miss Symond's window glass
I noted down the whole idea.
Please, Brother Rob, invite them all;
We'll form a circle on our tree
The birdies need it, and shall come,
For eight full months, tuition free.
It *might* be well to plan a bit
Before they all are flocking in;
Of course I'd like to do my best,

The *very* day that I begin.
I'll have a lesson in First Gift,
To brighten up the birds' perception,
If I can get a bunch of balls
An usher wore at the reception.
And when I hold the red one high,
And ask, 'What color does this bear?'
Of course they'll readily reply,
'It's like the bibs we robins wear.'
And when I roll the blue ball round
Before their blinking, sparkling eyes,
They'll recognize the same fair hue
That nature lends the cloudless skies.
If back and forth the orange ball
I toll, like bell from distant steeple,
They'll see it's like the oriole,
The same as any grown-up people.
A yellow ball as buttercups
I'll have to grow up fair and high,
While some must see the green ball's tint
Is like the leaves that wave close by.
I doubt not but the purple ball
May look a little strange to birds.
Then I will reason with the dears;
There's nothing like good Webster's words.
If I apply wise Froebel's law,
And still a shade they fail to know,
I'll point them to the rainbow bright
That spanned the sky two weeks ago.
In occupation birds delight;
At that I'll little find to do.
The swallow must *excel* in clay;
Most birds use sticks, and weave well, too.
If time with Kindergarten smiles,
The beauties of this tree I'll show:
How all the limbs are right and left,
And down to up the trunk below.
I'll ask some spider to weave a web,
To hang from off yon rosebush fair;
Then up and down, and 'round and 'round
He'll swing him in the soft Spring air.
Many a slanting line he'll make,
And oblongs, also, great and small;
With angles, too, of every kind,—
Right well he'll fashion one and all.
And when the shining dewdrops come

The rosebush to bedeck tonight,
 They'll silver o'er the little web
 To shimmer in the morning light.
 I know we'll all enjoy the games.
 I'll teach the pretty tunes I've heard,
 Quite well with Mrs. Hubbard's book
 (Songs come so natural to a bird).
 And now as I am well prepared,
 I'll take my usual evening sing;
 If then the time has come for sleep,
 I'll tuck my head beneath my wing."
 Next day the birdies came to school,
 To learn by Kindergarten rule.
 Then dear Miss Robin flew about
 Among the birdlings, in and out,
 Oft wondering what she next could do
 To interest the birds anew;
 And thought, "What stupid chicks these are!
 I'm tired out, I do declare";
 While ere the morning was half through,
 She found she'd taught quite all she knew;
 So wisely made a short address,
 And gave the birds a long recess,
 Resolved to take another peep
 At 29, on Hauson street.

Moral.

If anyone thinks Kindergartening is play,
 Like little Miss Robin, just teach for a day;
 You then will conclude, if your judgment is clear,
 This art is not learned in a day or a year.

Sopha S. Bixby, Norwich, N. Y.

THE SAND BOX MADE AVAILABLE.

A very substantial sand table, in use in the Buffalo free Kindergartens, is forty-two by twenty-six inches, and nine inches deep, with legs ten or twelve inches long, including the casters. The box is lined with zinc, and is about two-thirds filled with clean beach sand. It would be improved by the addition of a rim three inches wide, with a molding on the outer edge, to catch the sand which will inevitably be piled a little higher than the top of the box.

The sand table is a perennial source of joy to children, whether they follow their primitive instincts and dig "caves and holes in the ground," and build mounds and pyramids, or try to express the ideas they have gained in morning talks and stories.

In the free Kindergartens the tables have been used with satisfactory results in illustrating some of Miss Poulsson's finger songs. In connection with the window boxes, they promise to be very effective in developing ideas of seedtime and harvest.

In our table the farmer's Spring work has gone on right merrily. The field was "first fenced with corn," then a plow of paper folding and an improvised harrow performed their functions of preparation for the seed which "little Johnny brought." The sickle, which a little boy described as looking "like a new moon with a handle on it," may come into requisition later, as well as the mill where the grain is to be ground.

The evolution of the plans in the minds of the children is a fascinating study for the Kindergarten, while to the children the results are intensely real and therefore full of interest.

Only small groups—four or five children—can be effectively employed at the same time.—*E. C. E.*

THE PUBLIC SCHOOL TEACHER'S RELATION TO THE KINDERGARTEN.

Perhaps no class of people has been slower to appreciate the true value of the Kindergarten than the primary teachers in the public schools.

I refer to the teachers who do not live in a Kindergarten atmosphere, and who have not seen the demonstration of its value.

This may arise from either of two causes: the teacher may have had an uncomfortable experience with children who had attended a poor Kindergarten, and therefore did not represent the true Kindergarten spirit, or she may have

had graduates from a genuine one, while she herself was unprepared to meet the needs of a child whose mind was alert and hungry for intellectual food, whose hands were skilled and able quickly to accomplish every task assigned them, whose sense of justice, powers of comparison, and knowledge of the relations of things were more perfectly developed than her own.

The latter is, perhaps, more often the condition under which the Kindergarten is condemned.

"I think the Kindergarten ruins children for good work in school," said a teacher to me one day. "I have had *three* Kindergarten children in a class of thirty, for two months, and they will certainly destroy my health and spoil my school if something does not happen soon to remove them."

"What is the trouble?" I asked.

"Oh, in the first place, they are restless and will not sit still. It keeps me busy giving them something to do, and I have very little time to devote to the other children. If I set them a task it is done before I can turn around, and then instead of folding their hands and sitting in position until all have finished the same task, they want something more to do. It makes my head whirl."

"Perhaps you can quietly criticise their work and suggest where it might be improved."

"No," said she, "that is just the trouble; they all happen to be unusually bright and handy. Their work, which is so quickly done, is in most cases better than that done by the other members of the class in a longer time."

"Why not give them advanced work?"

"Why," said she, "I *did* attempt that; and they insisted that it would not be fair to the other members of the class."

"I should say, then, that they ought to be promoted to the next grade," I remarked.

"But they have not finished the detail work of the grade which is required for promotion. If I had the time to give it to them I think they could cover the grade in one-half the time required by the school."

"Well," I said, "why not give them collateral work,

which will hold their interest on the right subject?" Her reply was, "I don't know what to give, and have not the time. I must say, that the Kindergarten in any case is ruinous to the schools. It has surely done mischief for me."

Poor teacher! no wonder her head whirled. It *is* a hard place, and until the primary and secondary teachers, as well as teachers of the higher grades, have a Kindergarten training themselves, the combined powers cannot lessen the difficulties.

The child comes from the Kindergarten, where all his work has been done with a definite purpose. Every detail was an education for hand, head, and heart; each session was a season of delight, where the poetic, artistic, and humane elements filled all the spaces between the efforts, to bridge over the hard places. There the very atmosphere was brotherly love, ambition, and enthusiasm.

Now he feels that the purpose is to get through the immediate task. He is reminded that all play, which is the natural and healthful means of culture for him, must be left outside.

Here the letter of the law is before him, and this cools his enthusiasm. His wholesome ambition, to acquire knowledge for truth's sake and to do right because it is right, is transformed into a determination to master the existing conditions and "get ahead" of his peers.

Children naturally love law and order; but they must feel that this particular law which affects them is an eternal law, based upon love and justice. No one is so quick as a child to see an injustice, or so ready to respond to the right, after it has really been made clear to him what his duty is.

In contrast with the teacher who is quoted above, compare the teacher of equal ability who has had a Kindergarten training. Put her in the same place, and she will feel that the light of heaven has entered the room with every graduate from a Kindergarten. She will find ways and means to keep the smallest or the most skillful busy and happy every moment.

The teachers of our country are doing much to enlighten themselves on many useful subjects; but merely reading the philosophy cannot solve the problem, because theory *alone* is only complicating. She must have had at least a year of practical experience in a genuine Kindergarten, where she has applied the principle in connection with simple types in material, where she has watched the effect of the phenomena upon the different children, and where she has tested her *own* powers.

In a word, every teacher, to know the first principles of teaching, should have an opportunity to study the development of the child in all its phases, during a period earlier than the age of six years. It is in the care of the seedling that the florist learns his lessons of horticulture. It is fearful to contemplate the dangers that beset the little children in the present condition of our schools; but the better time is rapidly approaching, when not only Froebel's philosophy of child culture will be universally studied, but every teacher of children will be required to have a special practical experience, and prove her fitness for the work of artist and sculptor, as well as architect, in the building of human character.— *Olive E. Weston.*

KINDERGARTEN PRIMARY EXPERIMENTS.

To the Editor of the KINDERGARTEN MAGAZINE:—I saw a question relative to the experiment being tried in three of the first grades in our city schools, in the KINDERGARTEN MAGAZINE for February, I think. It may help the teacher who asked about our work, to know exactly what we try to do.

No effort is made to demoralize Kindergarten material, by using it for the purposes of primary work or the like, such as busy work, so called. Lessons are given the three classes, in a room containing forty-seven children, daily, in the gifts and occupations. Each day has its special gift and occupation. It may seem a little singular that the primary and Kindergarten work go on at the same time, without any

appreciable disadvantage to either. We tried numberless experiments in combining and recombining, before our present program was evolved. However, we feel that each new adjustment has anticipated something better. We do not feel that we have the best way yet.

I think the notion prevails to some extent, in this city, that the Kindergarten material should be used as part of the apparatus in primary teaching. It would seem to me a desecration to use it in any such way. Used for its own legitimate purpose it accomplishes all that could be done with blocks, beads, splints, etc., as devices for number, and develops the perceptive faculties to a remarkable degree besides.

Our children can point out defects in their own work with the greatest accuracy, and occasionally in ours as well. Their comments are often very amusing; as—"Oh, Miss Loring, didn't I make a good house?" or "Miss O'Hara, see; my letter 'r' is awful good."

At first I did Kindergarten work too, and Miss Loring helped with the primary work. It gained for us a sympathy and coöperation with the ideas and plans of each other that we feel the benefit of now.

People who visit our schools—and we have visitors constantly—notice that our little ones have "a something about them," as one teacher put it, that other first-grade children lack. To my mind, the primary work is better in quality than it has ever been before.

As you know, the tendency is to look at an experiment of this kind from a utilitarian standpoint. "Is this work enough better to make it pay to put this thing into all the first grades of the city?" is the question likely to be asked. I fear that a decision upon one year's experiment must necessarily be a hasty one.

I believe our arrangement to be the second-best way. Only the Kindergarten pure and simple, from three to five years, will satisfy me. Then it would take at least one generation of children to show the vast superiority of Froebel's way over the old method of educating children.

However, if we can have only the second-best way, is it not better than nothing at all? Pardon what was meant to be a short letter, and with best wishes for the success of your valuable magazine, believe me, yours sincerely.—*Abigail L. O'Hara, Worcester, Mass.*

SUMMER SCHOOLS FOR TEACHERS.

The schools providing Summer recuperation for teachers were at first intended to "brush up" the pedagogical information of those humbly confessing themselves "rusty." There are now Summer schools of all descriptions, calculated to meet needs of every willing school master or mistress. These institutes have in some cases been misinterpreted by over-enterprising teachers, who have hoped in a few weeks to do the work of a professional normal course, not reckoning,—first, their own limited time and capacity; second, the limited intention of the "school" itself. A Summer school at best can only be suggestive along special lines. This does not refer to an institute called for the special purpose of considering some one department of study, and which concentrates its entire activity upon the subject in hand, thus securing permanent results.

The teacher who attends a Summer school only to be disappointed that she has not been given *more*, must remember that the intention of the school is merely suggestive, and presupposes some specific knowledge on her part. We have been making some inquiries for the benefit of our readers who may wish to include the Summer school in their Summer's plans. The following are among those which have come under our consideration:

1. The Summer School for Kindergarten Study, under the auspices of the Grand Rapids Kindergarten Association, to be held at Grand Rapids, Mich., under the personal superintendence of Mrs. Lucretia Willard Treat. The program provides daily lessons and practice, and the same course of study as that pursued in regular training, and continues through a term of four Summers, enabling students to obtain in time full-course certificates.

2. Private Instruction in Kindergarten Methods, supplementary to previous training, and also a help to inquiring primary teachers, given by Miss Mary McDowell, 117 Maple avenue, Evanston, Ill. Recommendations for future study, special work in music, etc., will be gladly given by Miss McDowell.

3. A Summer School for Teachers is to be held at Cook County Normal School, under the direction of Colonel Francis Parker, assisted by most of the faculty of the school. This greatly to be desired school is announced to open July 10 and continue three weeks.

4. The National Summer School, under the management of Charles F. King, with Dr. E. E. White of Columbus to present the psychology and pedagogy, will convene at Englewood, south of Chicago, July 19. A full course is prepared, covering every important department. Among others, Miss Sarah Arnold conducts primary methods, Miss Caroline T. Haven the Kindergarten work and primary manual instruction, and Professor H. E. Holt the music.

5. The Prang Summer School for supervisors of art education and public school teachers will be held at the Chicago Manual Training School, Twelfth street and Michigan avenue, Chicago, from July 31 to August 19,—three weeks in all. Mrs. Mary Dana Hicks is director of this institute, assisted by ten able workers. Conferences will be held in connection with the above for the practical discussion of education, industry, and art.

6. A special normal music course for pianoforte teachers will be conducted by Calvin B. Cady and Frederic Grant Gleason, which will be of special interest to teachers of young children. A full outline of the plan of work is given at the close of the Field Notes.

SOME MISTAKEN GESTURES.

In playing and singing "The Cobbler," Kindergarten and children have been seen to draw the threads in a swaying, curved-arm movement. In fact, the cobbler, "putting

his wax ends through," fairly jerks them with a vigorous full-arm movement, in order to sew his shoe firmly and master his stubborn material. Watch a real cobbler at work, and you will find a great difference between his sewing and that of the dainty-fingered lady at a muslin kerchief. If possible, never give a gesture of this character without first seeing the original movement of the real workman in earnest, urgent labor.

"Thumbkin says, I'll dance" is often sung throughout the entire six verses, with every little dancer standing on his head,—striking, as it were, his head on the floor in time to the music. The tip of the finger is the head or face, and should be free and upright. The same criticism can be made in "This is the mother so kind and dear," set wrong side up or lopped over on one side in the most undignified manner. Realism is desirable and essential in true gestures of this order, where the action and the word are intended to correspond.

In the flying of birds, by all means elicit the full, free stretch of wing; for children, if they are truly to be birds, must spread their pinions broadly. The wider the wing-stroke the lighter the body to carry; or rather, the greater the force to lift it. Wings are sometimes seen growing out from the front of our children birds, half way down to the waist, the forearm flapping lamely up and down, like the shingles of a dilapidated roof in a storm. The best physical exercise is gained when the child is completely lost in the thing he personates. In flying, as in rowing, the upward reach is in proportion to the downward stroke. In watching a flock of birds, who notes bodies, feet, or head? Wings above all else distinguish this class; hence the little child, watching an early fly about her milk cup, called it "Birdie."

ESSENTIALS OF THE IDEAL DAY-SCHOOL LESSON.

The teacher must know what result he wants to gain from the lesson; i. e., the ideal lesson has a definite end.

An ideal lesson must be complete in itself.

The ideal lesson must be vitally connected with a series of lessons.

The ideal lesson must be preceded and followed by private work. Our pupils must have the opportunity of private and solitary work, not mere memory or mechanical work.

The ideal lesson must be connected with the *life* of the child.

The ideal lesson must be connected with the life of the world.

The ideal lesson must be connected with the world of books.

The ideal lesson must be connected with the previous knowledge of the child.

The ideal lesson must have the salient points clearly emphasized.

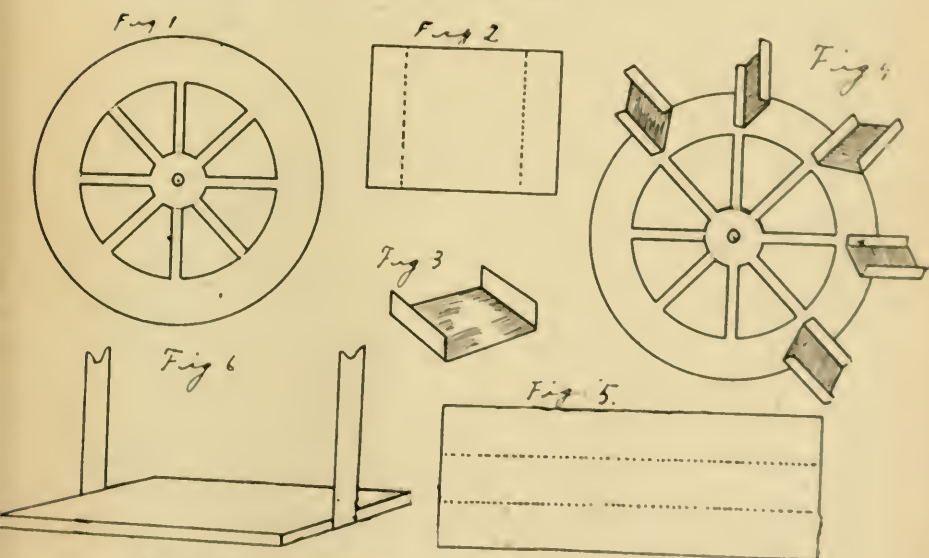
An ideal lesson contains at least three kinds of intellectual processes: 1. The getting of truth; 2. The expressing of truth; 3. The using of truth.—*Selected*.

A CRITICISM.—In the article on "Why and How to Build Programs," which appeared in the May number, there is a paragraph which might be misunderstood. It is on page 693, beginning "After Thanksgiving," etc. The concise form of the statement might lead the reader to conclude that the short time from Thanksgiving on to Christmas was sufficient for "trade games." This seems very short for the largest and most important part of the work. Should not the trade games in one or another form go on throughout the year? The gardener's and farmer's work may be considered trades, in the sense that these are labors for fellow men. The broader nature thought in these would naturally broaden the thought, but they are nevertheless most appropriate for Spring work. The suggestions in the article are otherwise most helpful and definite. They unite the seasons and the higher spiritual development side by side, and hold the latter preëminently important.—*F. C.*

THE MILL WHEEL IN CARDBOARD MODELING.

We had been talking of the little river that watered the flowers and turned the mill wheels; and then followed talks about the mill, the wheel, the stones, the hopper, etc., using Emilie Poulsson's mill in "Finger Plays" as an outline.

The blackboard sketches were not satisfying to the children, because the movement of the wheel and water could not be shown. For this reason we tried to make a wheel that would turn, and this is the result:



First we cut two sides for the wheel (as in Fig. 1), from 10x10 heavy manilla cardboard. The outside rim was one and one-half inches wide. The inside circle, to which the spokes were joined, was the size of a large spool which I placed between the two wheel-shaped cards. This was to form the hub, and through it was passed a Second-gift stick, on which the wheel turned. The spokes were one-fourth of an inch wide.

Next we cut eight pieces of the paper a half inch wider than the spool's length, and two inches long. We marked off one-fourth of an inch on each long side, from the end,

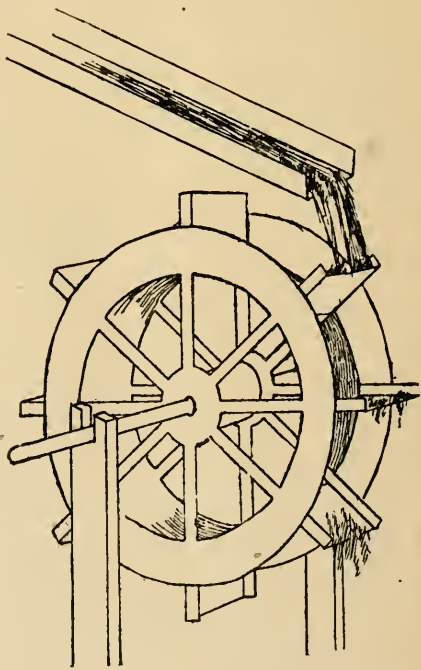
as in Fig. 2. Folding these along the dotted lines gave us the eight blades, as in Fig. 3.

These were pinned, sewed, or glued between the rims, one at each spoke. Fig. 4 shows the manner in which each blade was fastened to one rim of the wheel. The other was attached in like manner to the little folded edges of the blades. These blades projected beyond the rims about three-fourths of an inch, and appear as continuations of the spokes.

Next we took a strip of paper, as wide as the spool's length and twenty inches long. This was fitted between the rims, just inside the blades; and after finding the right size, we pinned it fast. Now the wheel was finished.

For the mill race we took another strip of paper, $4\frac{1}{2} \times 10$, which was folded as shown by the dotted lines in Fig. 5.

A wooden frame was next made to support the wheel (see Fig. 6). Now the parts were ready; and holding the little paper gutter above the wheel, inclined toward the inside of the blades (as in the overshot wheel), when all was ready we poured a stream of sand through the mill race upon the wheel.



And hurrying through the gateway,
The dashing waters found
A mighty mill wheel waiting,
And turned it swiftly round.

—Virginia B. Jacobs.

FROEBEL DAY IN AN INDIANAPOLIS KINDERGARTEN.

The exercises in commemoration of Froebel's birthday, at the Arabella C. Peele Kindergarten, Indianapolis, the children will not soon forget. Early in the morning a variety of plants and Spring blossoms had been tastefully arranged about Froebel's portrait. Directly underneath stood a rose bowl filled with his much-loved daisies. As usual, the teachers greeted the children as they came in, and the program, in charge of the principal, Mrs. Laura Barney Nash, promised great pleasure. Soft music drew the children to form a ring. As the tones died away, hands were folded, heads bowed, and the prayer was quietly and reverently repeated. Then came songs of morning greeting. When the children and teachers were seated, the story was told by the leader. The children took an imaginary train to New York, where the steamship was taken to cross the ocean to Germany, where the train was again taken to the little village where Froebel was born. As the story was given, it was illustrated upon the blackboard. The children were told of the childhood resolutions of the little boy, which finally resulted in the founding of the first Kindergarten.

After the story came Froebel's "Birthday Song." The children marched around as a wild flower was placed in the hand of each; then while still singing, they placed the flowers lovingly beneath the portrait. It was a very touching sight.

Although the hour was so bright within, the raindrops were falling without, and the children were eager to sing of the summons of the rain to the flowers. A number of children were bowed to, to come to the center, where they represented flowers of their own choosing. They knelt down upon the floor, and the heads nodded as they went fast asleep. The snow came and covered them, and then the raindrops came to call them. The wind blew the clouds away, as the flowers grew and opened for the children to pick.

The classes were formed while a march was played.

They went to their various places, where each Kindergarten told her children more of the story of Froebel's life. The older children were especially impressed with his love for the woods, birds, and flowers, and particularly for the daisy, because of its purity and simplicity. They made pictures of this flower, with pencils and paints. The younger children represented upon the sand table the home of Froebel, with the church near by and the garden and mountain at the back. The games were introduced by a representation of the boat in which the children crossed the ocean. Enough children were chosen to make the boat very large. A boy who had really crossed the ocean was chosen for captain, and as he opened the door the passengers marched in, to a musical accompaniment. As the boat rocked to and fro, "Baby is a Sailor Boy" was sung. The door was again opened, and the children marched out, as they had reached the land. The next was an imaginary trip to the woods, according to the words of the Froebel March, which was then played. Some of the children, marching, carried the German and American colors, while two boys were stationed beneath the portrait, one bearing the German flag, the other the American. In song, baskets were woven in which to place the woodland flowers. There followed games chosen by the children, bringing in fish, and birds and other companions of the wood.

The children marched to luncheon and soon the occupation was taken up. The older children now made clay tiles, and were given dies with which to make an impression of the bust of Froebel, upon the clay. These tiles were taken home as souvenirs of the day. In two places babies of from one and a half to three years were found busily engaged in selecting the glass beads with which to make a picture of a daisy. The real flower was their souvenir.

The closing exercises consisted of some pretty marches and a song for the babies, who were seated in chairs within the ring. They arose and faced the children on the outside, while all sang. Their sweet, innocent faces and graceful, unconscious movements made a very pretty sight. A

good-by song was sung, in which the children sang first, the teachers responding, and each child passed out as the leader bowed to him. Many of the children must soon be found in homes made desolate by poverty, but the cheery faces seen on this one morning would have repaid all the loneliness of the boyhood years of the one whose birth had been commemorated. A hundred sandstone monuments might crumble to dust, the burial place itself might be forgotten,—but what more beautiful or lasting monument could one ask for Froebel than the loving remembrance of the children, which shall be his through ages to come?—*A Visitor, Indianapolis, Ind.*

THE editor of *Education* has this to say with much truth, apropos of Kindergarten tendencies, in the April number of that most excellent monthly:

For inevitably, the profound idea of Froebel has been elaborated abroad into a vast machinery for picking up every faculty and steering every footstep of the child; surrounding him with a moving drama of human life, while he remains the almost helpless subject of the infinite manipulations of the Kindergarten. But no large body of American teachers, however consecrated or enthusiastic, can be reconstructed into that style of brooding Providence. And better yet, no average American boy or his sister will stand still long enough to be operated upon by this vast and intricate machinery. For the native American child inherits as his birthright, the power to get good things in his own way. While the amiable young Kindergarten is playing bird and fish, cat and dog, her bright little subjects are "up a tree," singing their own songs; darting through unknown waters; disporting themselves on city roofs, or ranging through boundless forests; "laughing in their sleeve" at the puerility of their innocent schoolma'am; the whole farce coming to a head in bulldozing her to a "nurse girl" under the feet of a score of spoiled children. Three-fourths of the schools called Kindergartens that we have seen are simply a crowd of rowdy children baiting an afflicted young teacher. Before the Kindergarten can become a valuable American institution for any class, it must take account both of the genius of the American teacher and the native American child, be cleared of a good deal of its underbrush; take longer steps and understand that it is dealing with the children of a people that has shown to the world the most marvelous spectacle of self-help and is least patient of all with any benevolent arrangement in school, church, or

government, for an elaborate manipulation of human nature into the style of perfection so captivating to the over-cultivated mind.

A NEW APPLICATION OF AN OLD GAME.

The little song of "Lad and Lassie" has been utilized in various Kindergartens as a means for gymnastic exercise. A child chosen to enter the circle, made some gesture to be imitated by the others, often making an absurd or purposeless selection. It is our most favorite game since we have made the gestures illustrate some special point. The little laddie or lassie is chosen, as the children sing "Oh, see our little lassie do this way and that." It is understood that the child is to do something which real workmen do, so she selects the hammering of the cobbler or carpenter, the sawing or baking or driving of other tradespeople. Instead of all imitating her, she bows to a child to guess what man does as she has done. If the child guesses correctly, he in turn goes into the center and seeks to test the memory of the others. Thus individual effort and power are put forth instead of mere aimless or absurd "motions."

OBSERVATION OF SPRING TWIGS.

Regardless of the heavy white mantle that was thrown over "Mother Earth" and her children during the month of April, the trees were determined to herald the coming of Spring by sending forth their baby buds, wrapped, some in downy blankets, others in little brown overcoats. The conversation in the Kindergarten referring to Arbor Day led the children to a closer observation of the trees surrounding the school and their own homes.

From the second week in April to the present date the little children have come each morning bringing twigs of the hazel, willow, maple, box elder, poplar, and lilac. The color of the bark, kinds and arrangement of buds (opposite or alternate), and uses of the staminate and pistillate buds, furnished the subject of our morning talks.

During the gift period each child was given a twig, and

by means of sticks and lentils made an exact representation of his individual branch, thus *developing* independence and *avoiding* imitation.

The occupations were drawing, free-hand cutting, and a modified form of parquetry work. The children cut their own buds and branches, arranged and pasted them, making a true picture of their own twigs.

The newsboy game was unanimously chosen, each child being eager to read from his paper some new story relating to his wonderful twig.

During the whole of this sequence, the children have evinced the keenest pleasure, and their development in powers of observation, drawing, use of the hands, and in language has surpassed all former efforts.—*Juliette Pulver.*

[Miss Pulver favored us with a selection of the children's work which deserves the greatest praise. The dainty twig of willow, with its rich red-brown buds, is carefully sewed on the card, to hold it permanently in position. No. 2 is a pasting arrangement of the gray paper, cut like the buds and the dull green stem of the twig. These are placed in the same position as the original. Another reproduction of the same is a pencil drawing of the twig as laid in sticks and shoe pegs on the work tables. The fourth card is a free-hand drawing of the twig, with which all the other work has only made the children better acquainted. The hazel spray, with its hanging tassels, is treated in the same manner, with added touches of color on the drawings, by the use of colored pastels. The collection is a most valuable proof of the artistic power which nature implants in her children, whenever the opportunity brings the two together.]

SOME IMPORTANT QUESTIONS FOR INDIVIDUAL CONSIDERATION.

1. What should be the proportion of sequence work and direction lessons, with the Kindergarten gifts and occupations, the free play and individual invention?
2. How much can the Kindergarten allow for the overcoming of her deficiencies in music or bodily freedom through the practice that her daily work necessitates and brings?
3. How extensive are my duties, as director or principal of a Kindergarten, to the assistants under my charge, whether these be volunteer or assigned?

4. What essential principles of the Kindergarten can be applied to higher grades and to all education?
 5. What are the best means or methods for securing inspirational, creative work from both the children and assistants in my Kindergarten?
 6. How can I find my greatest limitation, and remedy that deficiency?
-

AS EARLY as 1858 the Minister of Education, of Paris, states in his official report that a piece of land adjoining the Kindergarten had been secured for a garden. The matter of actual garden work has been somewhat overlooked in American Kindergarten work, owing, no doubt, to the necessities of city limitations. Training schools should, however, provide some course of study or line of actual experiment, aside from scientific instruction, which should bring every student into touch with mother earth. Froebel would have the child learn of nature by doing in her presence, co-operating with her forces. The true naturalist can only be developed through daily working in some department of natural pursuits. Froebel mastered the vocation of forester. This made him a better botanist and educationist. There is room for a practical revival of gardening among our Kindergartners.

AN OPEN LETTER FROM THE WEST.

Editor KINDERGARTEN MAGAZINE:—It is my privilege to meet much with the teachers of country schools throughout the West. For a number of years I made it one of my personal duties to encourage and help teachers wherever I met them, and being in no wise connected with the schools, I am able to give somewhat of that cordial coöperation which every citizen should give the public school and its teachers, even when they have no children attending the same. I find few teachers with enthusiasm. You of the Kindergarten profession have it. If one teacher has it, why can't more, or all, have it? If I were not a hopeful,

energetic, and enthusiastic man my bank would be a failure. It must be the same way with the schools. At a recent Summer school in our town I attended a meeting of about eighty teachers. Permission was given me to say a few words. I asked this simple question by way of opening the way: "How many of you have read 'Jo's Boys,' by Louise Alcott?" Not a hand went up, and I had to give up making my point. If normal schools and teachers' institutes could only arrange to give their teachers some plain, old-fashioned fairy stories and simple, good-hearted novels as a regular part of their study course, I believe it would warm them up and help them to understand boys and girls better. Boys and girls are their stock in trade, and they ought to know as much about their habits of mind as they do of the habits of any other animal. How can we get more *illumination* into the country schools? If every Kindergartner could count herself a committee of one to help some one country teacher to feel about her work as the Kindergartner does, we would have a new generation of true-blue boys and girls. —*Iowa.*

WEAVING RHYME.

Over, under, here we go;
 Watch the pretty patterns grow.
 Back and forth, from side to side,—
 See our shining needles glide.
 Watch them take the strips along;
 Carefully, none may be wrong.
 Happy, busy weavers we,
 Busy as the honeybee!

—*Emma G. Saulsbury.*

THE prize song promised for the KINDERGARTEN MAGAZINE is crowded into the *Child-Garden* for June. It is certainly a gem that every Kindergartner should possess.

"We take the soft, neutral gray mat, and use the three tones of the standard colors for the strips, repeating the three tones from dark to light, giving a most beautiful shaded effect. In time we will grade our mat with all the prism colors into one broad rainbow. It is interesting to see the children match their shades and keep track of their materials."—*M. B.*

QUESTION!—Shall the price of subscription to the KINDERGARTEN MAGAZINE be increased? Its managers have decided—"No!" in spite of the fact that it is insufficient pay for so well-prepared a journal. We have decided rather to keep it as it is, and ask that every Kindergartner support it more thoroughly in word and deed. Surely it would be no great task for each one of our worthy readers to secure a mate to her own renewal of subscription to be sent in before June 15, 1893! That effort made on the part of each one would sufficiently help to make next year a thorough success and secure contributions of great value. The increased influence of each one of our readers must certainly have given her the right to expect some mother or worker in her immediate neighborhood to add her name to the permanent list of KINDERGARTEN MAGAZINE readers. The offer of both the KINDERGARTEN MAGAZINE and *Child-Garden* for \$2 holds good in all cases up to June 15.

KINDERGARTNERS who expect to have a quiet Summer for rest and study should make "Die Mutter und Kose-Lieder" of Friedrich Froebel their special reading. The September number of the KINDERGARTEN MAGAZINE will tell how and why to study this book, based on an outline recently made by Miss Susan Blow for this special purpose. The most practicable translation of the book is that published by Lee & Shepard, for sale by the Kindergarten Literature Co. Price \$2.

READ the list of prospective good things for next year's KINDERGARTEN MAGAZINE, inside the front cover in this issue.

MOTHERS' DEPARTMENT.

SEASHORE PLEASURES FOR PARENTS AND CHILDREN.

We were all sitting on the beach of a favorite Long Island resort. There were two children in our party. All about us were many other people with children. Near by were a father and mother, and their first baby girl of about two years. All three were playing vigorously in the sand. They were digging a deep hole in the sand, when it suddenly occurred to the father to put the baby in it and play at frightening her. He snatched her up and set her down in the hole. The young mother took up the sport and began to fill in the cool sand about the child, in a playful but cruel way, pretending to cover her all up. The baby wept and struggled for freedom, truly frightened. The make-believe sport of the parents failed to be fun to the child. The great stretch of blue sky beyond, the rolling water at their feet, could not counteract the terror of the child's impression of that day.

Another mother sat farther beyond in the *pleasure-seeking* company. Her face was worried, as she struggled to have a good time watching the bathers and their fun. Her little boy ran eagerly toward her with his pail of sand, to tell of a newly found treasure. The discontent of the unfortunate mother passed out into her right arm, and before she was aware of her action, she had soundly slapped the boy in the face. Then as if regretting her deed, she jerked his wide-rimmed hat into place, and with a stern scowl on her face, said, "Kiss me and run away." Like a little philosopher who has had much experience, he ran away far out of her sight, and made the best of his treasure. Those noble stretches of golden sands, filled with marine treasures, had failed to change the mother's discordant mood. They filled the child with intensest interest, and blotted out for the time all the discrepancies of human nature.

A man carrying a heavy lunch basket in one hand, leading his four-year-old boy by the other, appeared and reappeared on the scene a number of times on that fair August day. At the first appearance he was purchasing a "musical growler," which imitated the angry snarl of a dog at intervals of every half minute. He sought to excite the child's favor for the ugly toy by growling it at him, making up the appropriate face of ferocity at the same time. True child that he was, he wept bitterly and ran away from both the toy and his father. As the sun set over the beautiful Atlantic, all ignorant of the crimes committed in the name of "the seashore," he reappeared dragging his weary boy after him, the boy having been dosed at every candy or popcorn stand on the way, and whirled vociferously on several merry-go-rounds and whirligigs, until he was dazed out of all strength and sense. He slipped on a banana skin; the father jerked him to his feet with an oath—"You little nuisance!" The moon was rising, but neither father nor child saw the silvery glimmer on the water.

Are these things and these places, which bring pleasure to the grown-up man or woman, who needs the first lessons in repose rather than more distractions—are these things for the little children, who, left to themselves, find beauty in every chip or clump of weeds? Are grown people who are tired of themselves and all the world, fit companions for simple, sweet children whose joy is doubled in the sharing?

FROEBEL'S PLEA FOR SIMPLE LIVING IN THE HOME.

Every parent should study Froebel's great educational volume, "The Education of Man,"* which discusses all the details of life and growth in the most practical and suggestive manner. The following are a few of his statements in regard to home training, the keynote of which should always and above all else be *simplicity*:

Babies should never be left too long to themselves on

* "The Education of Man," by Friedrich Froebel. Translated from the German, and generously annotated, by W. N. Hailmann, A. M. Price \$1.50. Order direct of the Kindergarten Literature Co.

beds or in cribs, without some external object to occupy them. This precaution is important to avoid bodily as well as mental enervation and weakness. Babies' beds should never be too soft. Pillows should be made of hay, sea grass, fine fresh straw, possibly horsehair, but never feathers. The child when asleep should be but lightly covered, that the fresh, sweet air may play about it. In order to avoid leaving the child on its bed without mental occupation either before going to sleep or at the awakening time, it is well to hang a bright ball or other simple object of interest to hold his attention.

In the early years of childhood the food is a matter of great importance. After the mother's milk, the first food of the child should be plain and simple, not more artificial or refined than is absolutely needful, and in no way stimulating. Parents and nurses should ever remember the following general principle: that simplicity and frugality in food and in all other natural needs, during these first years of the child, enhance his powers when he becomes a man, to attain happiness and vigor and true, spontaneous activity.

It is far easier than we think, to promote and maintain the happiness and good of mankind. All the means are *simple*, and *at hand*; yet we see them not. Because of their simplicity, naturalness, availability, and nearness, they seem insignificant. We seek help from afar, though this practical help is only in and through ourselves. At a later period, half, or all, our great wealth cannot procure for our children what greater insight and a clearer vision would have provided beforehand.

Always let the food be simply for nourishment, never more nor less. The peculiarities of the food, its taste or delicacy, should never become an object in themselves, but only a means to make it good, pure, and wholesome. Let the food of the child be as simple as the circumstances in which he lives can afford.

In order to allow the child the greatest freedom to move, play, and grow, his clothing should be easy and free from compression of every kind; for such clothing would

fetter the spirit as well as body of the child. Clothes, in form, color, or cut, should never become an object in themselves, lest they direct the child's attention to his outer appearance instead of his real being, making him a vain puppet instead of a human being. Clothing is by no means an unimportant factor either for child or adult, for it is greatly to be desired that he may be able to say, "Without piece and without seam, but a perfect whole," as was the garment of Jesus, and also his life and work and doctrine.

"DO" AND "DON'T."

Two very small and insignificant words, perhaps you will say; but let us think a moment. *Are* they so insignificant? what do they mean? and is there any preference as to their use?

Insignificant they cannot be, for they are probably more used with children—or at least one of them is—than most other words, and used in a way meant to be very effective.

Listen some time to the average conversation of mother or nurse with the children about her, and see if you do not frequently hear expressions such as these: "Don't do this"; "No, don't go there"; "Now don't you touch that"; "Oh, don't play that way,"—and many, many more of a like nature.

One would almost think that the little word "*do*" was very difficult to pronounce, while "don't," "stop," "mustn't," and many other words of a like nature possessed some peculiar charm.

The truth is that "do" is the little charmed word which unlocks all the sweetness and beauty of a child's disposition, while the excessive use of "don't" seems to shut it all up and bring out only the unpleasant, irritable qualities. We mothers and parents only need to wake up and realize the truth about it a little more clearly, and just as soon as we do that we shall be more careful about the way we talk to our children.

Just think a minute; we say, "Yes, you can do that,"

"Come, do this now," and other expressions of the same sort, and a child has employment given him; a definite something which he can do, and which in nine cases out of ten he will do, and enjoy doing. In this way he goes through a constant, loving, helpful, *up*-building, character-forming process, while the child who hears the almost constant "Don't do this," "No, don't go there," and the like, is left listless and idle, with no definite thought to follow, only an intense desire to be doing something. So following the law of his being, he does something, only to hear "Don't," again; and so on it goes, till the child is dubbed "cross," "mischievous," "a hard child to manage," etc.

More than this, the constant negatives which are hurled at children soon rob them of their spontaneity and naturalness, and they go about, perhaps in a frightened, hopeless sort of way, hardly daring to breathe, or else in a bold, daring, "don't-care" manner, which is pitiful to see.

Only yesterday a lady said to me, in speaking of a mother's actions toward her little twelve-year-old daughter: "When she—the mother—gets tired or nervous, it all seems to vent itself on the child, with 'Oh, don't sit that way!' 'Don't hold your fork so!' 'Don't do that!' and many more like expressions; and it seems to be spoiling the child."

Yes, that is too often the trouble. We mothers are tired or a little out of sorts, and we do not want to be disturbed to find the right employment, so the hungry child, longing for a little coöperation and sympathy, is sent off with a "Don't." Surely there is no upbuilding process in that kind of talk,—only a constant tearing down. Is that our work with the children? Can we ever accomplish anything in any line of work, by simply tearing down? Surely not!

Not that I would never use the negatives; their judicious, loving use is all right; but I feel sure that obedience can be taught just as well—yes, a thousand times better—without using them very extensively. Their extensive use is like going back to the Old Testament teaching of "Thou

shalt not," and abiding by that, forgetting the higher, more positive teaching of Jesus, as given in the Sermon on the Mount.

The truth is, it takes more genuine unselfish love constantly to keep our children busy with the right thing, than it does simply to sit still and say, "No, Johnnie, don't do that"; "No, you mustn't go there," etc. Yes, perhaps it is easier for us at the minute; but is it in the long run? I think not. It is our business to see that our children have proper employment; we have no moral right to do otherwise.

Children respond so quickly to the atmosphere about them, and are so ready to do the right thing, if we will but give them the opportunity! They *are not bad* or naughty, and we, as parents and teachers, must look upon them as rational, active, good children, ready to do the right so far as they know it. Holding to this thought, then, of the innate goodness of children, it will not be necessary for a mother to put away all her pretty, home ornaments and decorations. Children can easily be taught to admire and not destroy them.

Suppose your eight-months or one-year-old baby seems inclined to pull the plants to pieces; instead of saying "No, no, don't touch, baby," try another way.

Go yourself with the baby up to the plant, and with your own hands by your side say, "Pretty, pretty plant! Baby, we will just *look* at it so carefully. Oh, isn't it pretty!" or in some such way admire it *with* the child; but do not touch it yourself. After a little admiration you can say "By-by, little plant; some time we will come again." Perhaps simply doing this once will not be sufficient to teach the little hands not to touch; but never mind. Do it again and again, until the lesson *is* learned; for with patience and love on your part, I know it can be done. And is it not far better to have the child gain the victory for himself, than to be taken away forcibly with a "No, no; don't touch that"?

This admiring with the child can even be done before

he shows any desire to demolish things; and so by a little thoughtful care on our part, many of the occasions where we might be tempted quickly and thoughtlessly to say "Don't," can be done away with.

Suppose one child is teasing another; instead of always noticing it, the mother can say, with much enthusiasm, and as if there could be nothing nicer, "Oh, Johnnie, just come and look out of this window, and see if you can see any horses! Do you suppose you could?" Then show a little interest yourself, in the horses you see. A child perhaps is throwing his playthings; quickly comes in a loving voice from Mamma "Oh, Johnnie, run quickly and get pencil and paper, and come and write a letter to Papa"; or, "Oh, go to the blackboard and draw a picture, and see if I can guess what you have drawn."

Often I have quieted very noisy, romping children with "Hark! let's see if we can hear the clock tick; what does it say?" or, "Now we will all listen, and tell what we hear out of doors." These are but a few of the endless variety of ways in which we can avoid the frequent use of negatives. More, similar to these, will occur to any mother who thinks there is a better way of teaching obedience and self-freedom than by the constant use of negatives.

Children brought up in this atmosphere of definite doing, blossom and shine forth as flowers in the sunlight. Then every movement will show a definiteness and positiveness which, in this age of indefinite "don't know," is most refreshing, and is a happy omen for the rising generation.

Stronger and stronger comes to me the assurance that it is a privilege to be with these blessed little children, and that there is no nobler work than to really live *with* them.

A Mother.

SAND AND PEBBLES ON THE PLAYGROUND.

If you can't go to the seashore with the children, you can have a pile of sand in the back yard. Get clean sand which is full of pebbles and shells. The children will do

the rest. It is better to box up the sand with planks, about a foot from the ground, as this keeps it from scattering, and also clean. If you live in the city where there is no garden place or yard, provide a soap box full of sand for the back porch. A three-year-old girl baby has been known to be happy a whole Summer with such a box, a few empty bottles, and an old spoon,—there is so much activity about the sand, as grain by grain it sets itself in motion. If you have no porch room, make a collection of pebbles and stones, which your little folks can keep in the nursery for free play. These will provide a varied material, which will make the children use more judgment in selecting, arranging, and playing, than do the more regularly cut blocks.

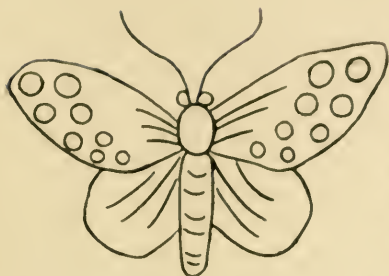
The children can make pictures in the sand of any story you have told them. When finishing a story it would be well to add: "Do you think you could make it for Mamma in the sand tomorrow?" They make the beginnings of geography when they are shaping little hills and valleys, lakes and ponds. Let them pour some water into the excavated basin for a lake, and sail their chip boats, or float acorn cups for ships of state.

Every mother knows that grains of sand are but the greater rocks ground fine by the rolling and washing water. Tell the children of the wonderful water mill, the lake or ocean, busy from morning until night grinding slowly but surely every particle of rock or earth that comes its way. The large pebbles, all rounded so smoothly, are but the coarser grist of this wonder-mill, which rubs them against each other until the one pebble grows into thousands of sand grains. It is interesting, too, to speculate about where these different pebbles have been brought from. They hurry on forever and ever, for many miles from their original home in some great cliff or reef. Some of them have no doubt drifted from the far icebergs of the north.

"The brooklet came from the mountain,—
As sang the bard of old,—
Running with feet of silver
Over the sands of gold."

—A. H.

A QUIET SEWING HOUR.



Any mother would gain time and profit by preparing in advance a few outline drawings on neat pieces of cardboard, and so have them in readiness when the demand comes, "Mamma, give me something to do."

Two simple outlines—one of a butterfly, another of a swallow—are given here, as illustrations of what pictures to select. Draw them on the paper and give the child a pin, if a Kindergarten perforating needle is unavailable, and let him trace the forms with the prick points of the needle. Later give him a needle threaded with appropriately colored worsted, and let him sew the outline. This will give him great pleasure.

The time spent in this work over a card should be valued not only for the patience, skill, and effort exercised, but also for the knowledge of the object itself, and the healthy



pleasure which comes from making something. The butterfly or bird with spread wings each tells its own story to the child, who is stitching busily to make the "picture." He is taking a mental picture as well, and the more simple stories or reminiscences that may be clustered about the card the better. The cards, with many appropriate designs, may be purchased all ready for work; but when the child watches Mamma or Papa draw the picture, an added life and zest enter the simple work. When the card is finished it must be cherished, and the effort be fully appreciated.

LULLABY.

(To be sung to music of "See My Little Birdies' Nest," p. 144 "Merry Songs and Games." For sale by Kindergarten Literature Co.)

Birdie, sleep and take thy rest
While the soft wind sways thy nest,
Rocking thee to slumber sweet;
I will sing to thee "Tweet, tweet!"
Rest beneath thy mother's wings,
While her lullaby she sings.
Tra, la, la, la, la, la.

Hark! I hear a soft coo, coo!
Other birds are sleeping too;
The flowers are sleeping in the dells.
And I hear the silv'ry bells
Calling fays with footsteps light,
To come and dance in moonbeams bright.
Tra, la, la, la, la, la.

Baby in his crib so warm
Slumbers sweetly, safe from harm.
God, our Father, watches all;
Not a child of His shall fall,
For He loves each little one, —
Guards it well till morning sun.
Tra, la, la, la, la, la.

Sleep and dream, my birdie dear,
Of the angels hov'ring near,
Whisp'ring softly in thine ear.
Slumber sweetly; do not fear.
Sleep until the morning light;
Sleep, my birdie, sleep; good night!
Tra, la, la, la, la, la. — *Dora L. Graves.*

HOW THE WIND WORKED WITH A WILL.

(Story to be told in connection with Froebel's picture "The Weather Vane.")

One early Summer morning Mr. Wind said to himself,
"This is to be a fine day; I am going to work with a will."

So he flew away—blow, blow, blow—as fast as he could go, over the hills and through the woods, until he came to a great windmill. The windmill was standing still. "Oh, you lazy fellow!" said Mr. Wind. "It won't do to let you stand idle like this. Wake up!" and he began to blow with all his might. The windmill wheel rubbed open his sleepy eyes, and turned, and said, "You're very lively this morning, Mr. Wind. Where did you come from?" "I came from the west," said Mr. Wind. "Just turn 'round as fast as you can, for I'm not going to let you sleep any longer. There is wheat inside the mill waiting to be ground into flour. Just over the way in that little brown house Mamma Smith is already lighting her fire to bake her bread from the flour you must make; so I'll just blow you around as fast as I can. There's plenty of work in this world to be done, and you must do your share of it."

Then on went Mr. Wind as fast as he could go. He made the great, tall trees bend with his breath, and the branches rock the baby birds in their nests, while the father bird hunted breakfast for them to eat.

The little weather vanes did not dare shirk their work, but pointed with all their might straight for the west, and said: "West wind today; west wind today." Jane's mamma was hanging clothes on the line in the yard. "I'll dry her clothes for her in a hurry," said Mr. Wind. "They are just dripping with water, but I'll dry all the water out of them;" so flap, flap they went, back and forth, and Jane's mamma had scarcely finished hanging them up before they were dry enough to take down.

Poor little Peter was trying his best to fly his kite, but it wouldn't fly. Just then up blew Mr. Wind, and away went the kite, up, up, higher and higher, till it looked like a little speck hurrying to say "Good morning" to the great white clouds that Mr. Wind was blowing away from the west over to the east, until they were clear out of sight. "For we don't want rain today," said Mr. Wind. "It wouldn't do at all. Why, it would wet Johnnie's pretty striped flag that he put up on the tree on Washington's

Birthday. I am going to blow that too, and make it wave for him." The sailboats—how fast they sailed that day!

All day long Mr. Wind worked with a will, and when evening came he felt happy and good and kind, for he had done his work so well.—*W. H. E., 905 Kenesaw St., Milwaukee.*

THE GROTESQUE CEASES TO BE AMUSING.

Because some children evince a craving and preference for the grotesque and abnormal, it is concluded that this is child nature. The duty of the child's magazine is to feed all the growing needs of the child, and hence it is that so standard a monthly as *St. Nicholas* was misled into publishing the poem "An Unfortunate Visit," in the March number. It gives a juicy but repulsive story of the King and Queen of the Cannibal Islands, who visit the city and dine on what to them are superlative luxuries:

So they entered a restaurant over the way,
And ordered a little-boy stew.
"Excuse me, good sir," said the waiter, whose hair
Was beginning to whiten with fright,
"But little-boy stew—oh, I hope you won't care!—
Is not to be found on our poor bill of fare;
We're short of that order tonight."
"Very well," said the king; "bring a little-girl pie,
And see that the crust is well done."
Just then there arose a terrible cry,
For the king, who was hungry, had fixed a keen eye
On the waiter, who started to run.

No comments are necessary on such self-condemnatory appeals to a child's imagination. The time is not far distant when such sentiments, however well rhymed, will fail to pass as poetry. "The School Song Knapsack," compiled by a prominent state superintendent of schools, presents a similar grotesque jingle, in a song called the "King of the Cannibal Isles." The second verse of the ogre rhyme runs:

He dined on clergymen cold and raw;
He slaughtered them all without license or law;
He never took less at a meal than four,—
The King of the Cannibal Islands.

The third verse goes on about "woman pudding and baby sauce, little-boy pie for a second course," etc., etc. There is need for a thorough housecleaning in so-called children's literature and song books. If every teacher or parent could look back at his own baby days and estimate the terrible effect of such blood-curdling stories, to which the child adds a hundredfold by his imagination, he would not dare laugh and call such disgusting stuff amusing.

HOW ABOUT NEWSPAPERS?

Editors KINDERGARTEN MAGAZINE:—Your department devoted to mothers is a great help to me. I see by it that other mothers have their trials and questionings as well as I. The mothers we usually read about in the papers are such models that they are rather discouraging. We have a family of four grown-up boys, and one little sister who is much younger than the rest. Father and the boys are great newspaper readers, and every meal is spent talking over the news of the day. Of course Mary is the pet of them all, and while she was under five we all thought it "cute" when she played she was Papa reading the *Times*. She is eight now, and my greatest trial is to keep her from reading the papers. It seems to me that she ought not to be allowed to see such terrible headlines and other things she cannot understand. I have asked the boys not to bring their papers in to breakfast, but that does not seem right. I never read the paper myself when Mary is about, and I have purchased all sorts and kinds of books for her. Just now we are trying to tell stories about animals, at the table, and each one is expected to bring something he has seen with his own eyes. Do you not think natural science work out of doors would be a good thing to interest her in, and little by little wean her of the stories? With best wishes,
L. M. M.

[You are right in objecting to the promiscuous reading of the daily newspaper by your little daughter. She is at the age, however, to desire to read a great deal. Subscribe for some good child's monthly, and have it come addressed in her own name. This will make it seem like

her own, and increase her interest. By all means study up the nature lessons all about your home. The beauty and life will not fail to overcome her abnormal desire to read. See our list of books for science help.—EDITOR.]

* HOW TO UTILIZE ACTIVITIES.

"I have two children, a boy past three, and a girl a year and a half old. They are both large, well-developed children, perfectly healthy, and must be busy at something *all* the time. What I want is to know *how* to keep them interested and busy. We live in the country, on a farm, and as the days are getting warmer they run out of doors and play a great deal, and are all right then. But the trouble with me is to keep them busy in the house, without spending more time on them than I have to spare. I could spend an hour or two every day with them, besides the time spent in feeding, dressing, and caring for them. I often get discouraged and am at a loss to know what to do when they get tired of their play. If I knew how to interest them in other ways, it would be a great help.

I will inclose a stamp for reply, and if you have any advice to offer, I will be glad to get it. Yours respectfully.
—N. W., Carbon, Ia.

[One of the greatest general antidotes for such activity as these children exhibit is to tell them vivid and interesting stories. You can tell these while they are being dressed, and if the impression of the story is made upon them, they will play it all out afterwards. As long as the child has an *idea* to work on, his play is a satisfaction to him. Tell them a story about shipbuilding, or any interesting trade, and then fill in the time you can spare with them, in helping make some of the things which shipbuilders make. The reason children like to make collections of stones and plants and stamps is because there is a definite object for their research. Stories well told can be made the background of children's whole play. But the mother must be certain to appreciate their efforts at playing it all out. See the suggestions for scissors in this number. This can be made interesting to the children only when they have some *object* in cutting things. A doll house can be made from top to bottom, and become the *object* of much work and knowledge. A corner of the attic or hayloft can be made a veritable curiosity shop for collections, or a work place of great satisfaction.—EDITOR.]

It is impossible to overestimate the educational value of the World's Fair. After spending sixteen days on the grounds studying the buildings, the exhibits, and the pictures, we are convinced that it contains the educational riches of twenty-five centuries. We expected that it would be of great value to older people, to the populace; but no one thought of its being especially valuable to mothers, as mothers, and to little children of the Kindergarten age. But the educational genius of the ages has been at work in the design and construction of this World's Exposition, and not a link has been left out of the chain that unites the whole race of man from remote past time to the far-distant future of human progress. The variety and the unity of the Fair is its glory. With its almost overwhelming grandeur is the simplicity of true art and true education. The little child can understand it, and need not be wearied by it. Parents and teachers can study as never before the vital principles that underlie all human endeavor. Child activity can be studied in its deepest, highest, and truest sense. The soul life of the individual and of the race here expresses itself in every form of the useful and the beautiful, and the myriads of souls are infinite in variety, yet *one*. Parents, teachers, and children should all see it, and see it thoroughly.

A GREAT sculptor in the city secured a child for a model from which to design his bronze Cupid fountain. The baby boy objected to being disrobed in the artist's studio, and felt very strange. The sculptor knew that his model was a failure if cross, unhappy, or unwilling. His day was short, but he spent three-quarters of that precious time playing with the boy. He made a doll baby out of clay; then the boy tried to make one. Together they made a pig, and both laughed and were merry. Soon Baby tried to make something *all himself*, and the wise sculptor knew his time had come. He caught the happy, unconscious, absorbed yet active posture of the boy, and found every part of the body graceful and easy. His playtime with the child was not wasted time, but the most important part of the work.

REPORTS OF WORK FROM MANY FIELDS.

A Report of the Rochester Public School Kindergartens.—Rochester has the honor of being the first city in New York state to introduce the Kindergarten into schools and make it a part of its public school system. In 1887, as an experiment, a Kindergarten was opened in public school No. 20, under the auspices of the Rochester Mechanics' Institute. Six young ladies (four from the teachers' training class) gave their time as assistants, and took the Kindergarten training under Miss M. E. Tooke, who was in charge. At the end of the year, the board of education admitted the Kindergarten to be an advance in educational methods, and was convinced that it ought to be a part of the public school system. As a consequence, in 1888 six Kindergartens were organized and fully equipped for work, the board furnishing all material. These Kindergartens have produced good results, and now Kindergarten work is an assured success in Rochester, and is really a part of the public school. The superintendent of public instruction realized that the efficiency of the Kindergartens would be increased by the appointment of a supervisor to overlook the work and make it more uniform, and in January, 1892, M. L. Madden, who had been in charge of the largest Kindergarten since 1888, was appointed supervisor of Kindergartens. Monthly programs are issued by the supervisor, which are meant to be suggestive, as in the Kindergarten each one must put her own personality into her work. Monthly meetings are held, where all the Kindergarteners take part, discuss plans and exchange ideas, as well as learn the most advanced methods used by Kindergarteners. Rochester justly prides itself on the efficient character of its Kindergartens and Kindergarten teachers, and is conceded to be inferior to no other city in that department. Our directors and assistants are all trained Kindergarteners, producing the very best work and best results, as they devote all their time and energy to their work, and are personally interested in each little one under their charge. Spacious rooms have been provided this year in two public schools, Nos. 20 and 26, with all the modern improvements and conveniences, which are highly valued for their healthfulness as well as beauty. An aquarium, with gold fish, turtles, tadpoles, etc., interests the children, while the large sand box is a source of endless delight, and the birds, bees, and flowers make a perfect picture. We now have nine public school Kindergartens, over eight hundred pupils registered, and thirty-nine Kindergarteners employed, whereas in 1887 we could count only one Kindergarten, with less than seventy pupils, and one Kindergarten with untrained assistants.

YOUR letter has been received, and it gives me pleasure to answer your questions and tell you of my work here. I like the KINDERGAR-

TEN MAGAZINE; its *all-round* view of the work makes it a valuable professional book. The gifts might be treated a little more fully. Young Kindergartners especially would find that helpful. Lack of experience often makes them timid during their first years of work, when a few practical lessons would do much good in bringing them new thoughts from other fields, and help them to realize that it is interdependence that makes us strong and helpful to each other. The Kindergarten was established in Altoona in March, 1891. From that time to the present, the growth has been gradual and permanent. Of the sixteen children who composed the first class, twelve are still members of the Kindergarten. The influence of this long continued development has made itself felt in the home. Last year the mothers of the children organized themselves into a Free Kindergarten Association, feeling that they would like to do for the children of the poor what had been done for their own little ones. In September, 1892, the first free kindergarten was organized, with Miss Ruth Little, my assistant of the year before, at its head. She, with one of the girls from my training class, has taken charge of fifty children during this school term. The message of right living given to these little ones has had its effect not only upon the children themselves, but upon members of their own home circles, and many a mother, and father too, has given evidence in their better lives of this blessed, practical charity. The people have been made to see what can be done for the uplifting of humanity, and are helping in the work. Four young ladies have taken the training this year. That means at least one more private Kindergarten for Altoona next year, and two in its immediate vicinity. My Kindergarten numbers twenty-five children, and we have every reason to believe that the Kindergarten has come here to stay, — a seed planted in good ground, that shall bring forth an abundant harvest in the lives of these little ones. — *L. P. Wilson, Altoona, Pa.*

THE blessedness which the past Kindergarten year has brought to many others is so happily expressed in the following letter from Miss Elizabeth Osgood, describing her private Kindergarten at Columbus, O., that we print it in full: "Taking all things in consideration, our little Kindergarten has been quite successful this year. Beginning with twenty wee tots the 1st of October, we close with the same number, the odd ones who swelled our ranks for a few weeks having dropped out. Such a happy year it has been, thanks to the Golden Rule and to dear Mrs. T., who gave us the never-to-be-forgotten idea of being little Santas, and helping the good old Saint by looking after some of his little charges in our own neighborhood. Never did the merry men work more willingly to finish first the little gifts for our wee friends who were to be surprised; then the home gifts and the decorations for the tree were finished and labeled, until the eventful day. The 'calendar idea' has been of great interest, and has served to remind us, with the

help of the pretty songs for each month, that with the little 'new year' comes a lot of other little brothers and sisters, with special days. February had several local birthdays to be pasted and marked, besides the noted ones; and the beautiful Easter time was a joyous one. Then came the birthday of the 'Father of the Kindergarten,' and the 1st of May was a most interesting time. On that day a beautiful moth left his cocoon home (that we had been watching), and was examined with eager eyes to find whether his feelers were clubbed or pointed, and how he folded his wings. A lovely growing year it has been, and of the twenty happy children those who will enter the public schools in the Fall will be quite ready to take up their new duties with awakened faculties, I feel quite sure."

THE public Kindergartens of Philadelphia send to the World's Fair work representing the months of January, February, and March, the program being founded upon the following skeleton plan:

| | | | |
|----------|------------|---------------------------|--|
| JANUARY | In Doors | Domestic Occupations. | { Sewing, Cooking, Nursing, Washing, Ironing, Housecleaning. |
| | | | |
| | and | | |
| | Out Doors. | Snow and Ice. | { Uses of snow and ice, Formation of crystals, Ice cutting, Skating, Sledding, Sleighing. |
| | | | |
| | | | |
| FEBRUARY | The | Trades. | { Carpenter, Builder, Painter. |
| | World's | National Servants. | { Postmen, Firemen, Police. |
| | Fair. | Washington's Birthday. | { Development of Country. |
| MARCH | Approach | Wind and its Work. | { The kite, The weather vane, The sailboat, Ventilation. |
| | of | | |
| | Spring. | Signs of Spring. | { Early plowing, Return of early birds, Early vegetation, Sap, etc. |

Editor KINDERGARTEN MAGAZINE:—Among the interesting and progressive movements of this beautiful city, to those interested in the "new education," the Kindergarten work stands preëminent. Having

spent the year among students and teachers in this department, I would like to speak of the thoroughness and beauty of the work here, and of the appreciation of those training under Mrs. Nora D. Mayhew, a graduate of Miss Susan Blow. Three years ago the Kindergarten was introduced in this city by Mrs. Mayhew, and was soon incorporated into the public schools, with Mrs. Mayhew superintendent of the department. There are now eighteen Kindergartens established, with over forty teachers under her direction. All the schools work out the same weekly program, thus preserving the unity so essential to the system. The training school is now incorporated, one of the board of directors being superintendent of the public schools. The course of study and preparation covers a period of two years, and there will be provided the coming year a post-graduate course, in which Mrs. Mayhew will be assisted by some of the leading professors of Southern California. *H. L. H., Los Angeles, Cal.*

THE celebration of Froebel's birthday, by the Philadelphia Society of Froebel Kindergartners, was a rich feast of thought and poetic expression. There were Froebel songs and his favorite hymn, and the reading, in his native tongue, of the poem read at his grave on the one-hundredth anniversary of his birth; a poem by Miss Fox, impressing us with the endlessness of truth's chain, of which we may only grasp a few links (but in seeking these, a little child may lead us); an exquisite story by Miss Clark, contrasting the typical Procrustean school method and the Froebelian educational spirit, under a symbolism so vivid we alternated smiles and tears; the sketch of Froebel's life by Miss Cabeen, that was a poem in prose; a thoughtful essay by Miss MacAlpine, showing that the occupations of the Kindergarten epitomize the industries of the world; and an earnest address from Rev. W. C. Vrooman. Then followed a social hour, when we shared the generous hospitality of our president, Mrs. Van Kirk, and good cheer passed from hand to hand and heart to heart, while the spirit of the afternoon's lessons was strengthened within us. *M. Gay, Sec'y.*

IN the New York State Normal College, Albany, there are twenty-five children in the Kindergarten proper. There is also a transition class belonging to this department of the college, into which children who are six years old and over are sent for a short time each day, to commence their primary work. They are thus taken gradually from the Kindergarten to the primary, and the abrupt change and the attending ills are avoided. We celebrated Froebel's birthday, April 21, and Arbor Day, May 5. The eagerness and earnestness with which the children entered into the spirit of the work on both days promise that they will honor persons who have done something to uplift the people, and also that they will cherish trees in the future. There have been seven students in training this year, who practice in the Kindergarten and

in the transition class. The work is growing in importance, not only in this institution but in the city. Mrs. Treat is to give ten "talks" to the general public the first ten days in June. There is to be a mothers' class organized in connection with our Kindergarten in the Fall. The principal of this work is Miss Ida M. Isdell.

THE Kindergarten training school under the direction of Miss Lucy Wheelock, at Chauncy Hall, Boston, closes a successful year's work with regular graduation exercises June 14. Dr. Donald, of Trinity church, will be the speaker. The members of the class are warmly enthusiastic, and look upon the Kindergarten as a vocation rather than a profession. They have enjoyed a course of lessons in psychology, by Hon. J. A. Dickinson, secretary of the State Board of Education, during the Winter. Mr. Bailey has given the lectures and lessons in clay modeling, giving his lecture on color at the very beginning of the study of the occupations. Miss Wheelock creates earnest sincerity wherever she goes. During the Spring she presented special work of the "gifts" before the Alumnae Association at New Britain, Conn., also before the Connecticut Valley Teachers' Association at Waterbury. During the Easter vacation she addressed a gathering at Wilmington, Del. Such excursions into the work of surrounding communities only strengthen the home work.

THE Lexington public school Kindergartens will close a successful year's work June 9. There are two Kindergartens connected with the two largest of the public schools of Lexington, Ky., with nearly two hundred pupils. It is interesting to note that some of our public school teachers testify to the advantage of previous Kindergarten training for public school children. This year is marked by some very encouraging signs of future progress. Dr. W. N. Hailmann gave two lectures in March for the benefit of the Lexington Kindergartens, meeting with much appreciation from educators who are interested in the Kindergarten cause. In June, four of the advanced class will graduate with Miss Laura P. Charles, the training teacher, who is also principal of Johnson school Kindergarten. Mrs. Dotia Scrugham, a graduate of Miss S. E. Adams, is the efficient principal of Dudley school Kindergarten. A more general interest in the Kindergarten is slowly but surely growing, and we hope for the continuance and enlargement of the good work.

THE Chicago Kindergarten Club conducted the annual Froebel birthday celebration, in which all the Kindergarteners of the city joined. The informal afternoon reception was held in the rooms of the Kindergarten College, and among the honored guests from a distance were Mr. Milton Bradley and Mrs. Mary Peabody. About 150 attended, and enjoyed marches, songs, dancing, and a cup of tea. Addresses were made by Mr. Bradley, who gave a sketch of his early interest in the Kindergarten, and by Mrs. Putnam, who gave an outline of the July Kinder-

garten congress. Miss Locke spoke strongly on the general mission of all the congresses, and the importance of the individual coming close to the great people who will be our guests. Mrs. Mary Boomer Page, as president of the Kindergarten Club, directed the exercises most happily. The various schools were distinguished by the wearing of the class flowers, and beautiful decorations added to the charm of the occasion.

When the Congresses will be Held.—The general assignment to the months of the Exposition season of the World's Congresses of 1893, by departments, is as follows:

MAY—I, Woman's Progress, commencing May 15; II, The Public Press, May 22; III, Medicine and Surgery, May 29.

JUNE—IV, Temperance, commencing June 5; V, Moral and Social Reform, June 12; VI, Commerce and Finance, June 19.

JULY—VII, Music, commencing July 3; VIII, Literature, July 10; IX, Education, July 17.

AUGUST—X, Engineering, commencing July 31; XI, Art, Architecture, etc., July 31; XII, Government, Law Reform, Political Science, etc., August 5; XIII, General Department, August 14; XIV, Science and Philosophy, August 21.

SEPTEMBER—XV, Labor, commencing August 28; XVI, Religion, Missions, and Church Societies, September 4; XVII, Sunday Rest, September 28.

OCTOBER—XVIII, Public Health, commencing October 12; XIX, Agriculture, October 16.

THE Kindergarten bill, providing Kindergartens by special tax for the large cities of the state of Ohio, has passed both the House and Senate. Those most interested in pushing it have left no avenue of influence closed. The Columbus Kindergarten Association compiled a fourteen-page pamphlet of all the most telling arguments, statistics, and reports that have ever been collected, and distributed it freely. Kindergartners about the state made up petitions, securing hundreds of signatures. Just before the bill came up for final hearing, a petition was sent or signed unanimously by the public school teachers of Columbus, headed by their superintendent, Mr. Shawan, and Mr. E. E. White, state superintendent. The bill passed, with only one negative vote. The bill as it now stands authorizes any school board to establish and maintain, in connection with public schools, a Kindergarten for children from four to six years old.

Eight hundred Bostonians attended a meeting in commemoration of Froebel's birthday, in Huntington Hall (Massachusetts Institute of Technology), Thursday, April 20, at 3.30 P. M. Hon. Hamilton W. Mabie, of New York, gave an address on "The Creative Element in Education." Rev. Charles G. Ames presided. The committee of arrangements was Mrs. Quincy A. Shaw, Miss Lalah B. Pingree, Miss Laura Fisher, Miss Lucy Wheelock, Miss Mary J. Garland, Miss Rebecca J. Weston, Miss Lucy H. Symonds, Miss Anne L. Page. Miss Wheelock says of Mr. Mabie on this occasion: "He glorified the work of the teacher by his inspiring presentation of its opportunities."

ONE of the most aggressive and successful Kindergarten workers at present in this country is Mrs. L. W. Treat. She meets engagements during the present month at Ironwood and Battle Creek, Mich., La Crosse, Wis., Columbus, O., Kalamazoo and Saginaw, Mich., and for a course of ten lectures at Albany, N. Y. The class at Albany is composed of clergymen, teachers, and parents. Mrs. Treat will conduct a Summer school at Grand Rapids, and the Kindergarten training department at the Bay View Summer University. The work of such an active, useful, and altogether inspiring woman cannot fail in its example to the rising generation.

THE Hamilton (Ont.) Teachers' Association held its annual meeting early in May, with Mrs. L. T. Newcomb, chairman, of the Kindergarten department, which had a full and strong discussion of all important lines of the work. Among the speakers were Mr. S. B. Sinclair, Miss Bertha Savage, and Miss M. Ramsay. The following practical recommendation was presented and unanimously carried: That a reading circle be formed in Hamilton, similar to the one established in Toronto by Mrs. Hughes, and that Hamilton be one of four centers to carry on a Kindergarten library for circulation, with Mrs. L. T. Newcomb president, and Miss Bowditch librarian and secretary.

THE Galveston Free Kindergarten, opened four months ago, has been a marked success. Its originators have been royally supported by money and sympathy. In the Fall they will extend the present Kindergarten or establish a new one. The neighboring city of Dallas, emulating the example, is making efforts to open a Kindergarten in that place. Miss McBride, the principal of the Galveston Kindergarten, has three zealous assistants and a class of fifty children. A number of visitors were attracted to the Kindergarten on Froebel's birthday, to witness the celebration of the day by the children. *A. C. R.*

THE exhibit for New York state in the educational department of the World's Fair opens with the Kindergarten work, in which is shown charts containing a history of the development of the Kindergarten movement in that state, specimen work of children in all grades, plans of work and courses of study from prominent Kindergartens, pictures of Kindergartens, and of children at work and at play, chief Kindergarten appliances and material, and a concise published history of the Kindergarten development in the state, for general distribution.

WE are in receipt of the Sixth Annual Report of the Kindergarten for the Blind, located at Jamaica Plains, Mass. New buildings and equipment to the value of \$20,000 have just been completed, and were dedicated on Froebel's birthday. Besides appropriate songs and exercises, a poem was read by Julia Ward Howe, and addresses were given by Rev. Geo. C. Lorimer and Hon. J. W. Dickinson. A most interesting

account of Helen Keller's efforts to help the Kindergarten for the Blind is embodied in the report.

THE May meeting of the Philadelphia Society of Froebel Kindergartners was an interchange of stories and games by its members, opened by the reading, from "The Education of Man," of Froebel's reasons for stories in the Kindergarten. One of the stories, charmingly told and illustrated, was that of the Five-rayed Star; it is in the *St. Nicholas* of 1892, and as it is historic we advise it as a stock story in American Kindergartens.—*M. Gay, Sec'y.*

MISS EMILIE POULSSON read a paper on "Morning Talks and Stories," before the Buffalo Free Kindergarten Training School, May 11. Mr. Henry T. Bailey, of the Massachusetts State Board of Education, gave a talk during the month before the same class, on color. Miss Elder says of this talk: "His artistic and poetic presentation of the subject was, to many, a revelation of the beauty that is everywhere if we have eyes to see."

THE Jacksonville Free Kindergarten Association, founded in February by Mrs. O. E. Weston, of Chicago, records forty members and strong public sentiment in favor of the work. The association will open a Kindergarten training school in November, with Mrs. Weston as its superintendent; and this Southern school opens its doors to such as are obliged to leave the North but wish to continue their studies in the Winter.

THE Education Council of Chicago met at the Kenwood Club, April 24. The subject under discussion was "The Teaching of Literature in the Home and School." Among the prominent speakers were Mrs. Martha Foote Crowe, Miss Kate Martin, and Mrs. Alice Freeman Palmer. The latter is making her strong influence felt outside as well as inside the university.

MRS. ELSIE PAYNE ADAMS, of Minneapolis, addressed a large audience at Winnipeg, Manitoba, May 13, where a free Kindergarten association is in operation. Mrs. Adams reports a most cordial reception and earnest zeal among the women of the city. There are two Kindergartens in Winnipeg.

THE Scranton Free Kindergarten No. 1 opened February 22, with seven children. The number has increased, until now there are fifty names on the roll. A Kindergarten association has been formed, and the people are generally interested in the work. Grace Wheelock Farnum is principal.

MISS NELLIE HARRIS, Chattanooga, Tenn., is making a plea for a Kindergarten for the little children of India. Miss Harris was born in

Calcutta and reared in a missionary school, and her desire to bring the blessedness of right training to the children of her native land is based on strong experiences.

MISS IDA S. BENEDICT, of the Chicago Free Kindergarten Association, and Miss Mabel Emery, of the Froebel Association, will conjointly conduct a Kindergarten at Lake Bluff, opening June 19. Miss Benedict has for two years past had the Kindergarten of the Illinois Steel Works at Joliet in charge.

OWING to many reports from the various fields of work, it has been necessary to condense them that all might be represented. Surely the year of the Kindergarten work just closing records a most abundant harvest! Strong enthusiasm and growing interest are everywhere manifest.

THE Colorado Kindergarten Normal sent out dainty program invitations for their Froebel birthday *fête*. The Kindergartners gave a series of games and songs illustrating the three stages of development, including songs of nature, homes, and bird life, trade life and state life.

A BOX of beautiful rosebuds wrapped in Spanish moss found its way from Mississippi to our desk during the past month; also a parcel of fragrant wild flowers plucked by some little folks in Oregon, and magnolia buds from Louisiana.

THE Froebel Union, of Milwaukee, kept the birthday of Froebel by an informal gathering, at which Miss Caroline Hart read a paper on Froebel's "Light Songs." There were music, games, and a general social time.

THE Boston Kindergarten Association will discuss the subject of "Music in the Kindergarten," at their May meeting. This important subject will bear the deepest consideration on the part of every educator.

MISS MAY HORTON, a private student with Miss Meri Topelius, will open sloyd classes during the present Summer at both Lake Forest and Hinsdale, suburbs to Chicago. Parents want it for their children.

MADAM PORTUGAL, who has accomplished such a marvelously interesting Kindergarten work in Italy, has sent word to the Kindergarten Congress Committee that she will not be able to be present in July.

THE National Kindergarten, under Mrs. Pollock, of Washington, has sent as its part of the educational exhibit at the World's Fair, a collection of drawings, the first fruits of the pencils of little children.

THE Kindergarten Literature Company furnished 2,500 white silk ribbon badges, with Froebel head printed in royal blue, for the Kindergartners all over the country, for Froebel's birthday.

THE Galesburg Kindergarten normal school, under Miss Evelyn Strong, graduated nine diploma students on May 25. The class motto was, "Love conquers all things."

THE Children's Building is attracting great attention, and all lovers of the little ones will find nooks there rich in unique collections as well as groups of dainty children.

PRESIDENT IRWIN SHEPARD, of the Winona (Minn.) normal school, has been appointed secretary of the National Educational Association, for the Columbian year.

TELL your friends about the Children's Building, and urge them to call and see the work in actual operation in the *crèche*, kitchen garden, gymnasium, etc.

MISS E. R. HOAG is introducing Kindergarten work and "paper slojd" into the primary department of Miss Mittleberger's private school, Cleveland, O.

THE children of a Detroit Sunday-school class are saving their pennies to subscribe for the *Child-Garden* for the little ones at the city hospital.

MRS. LUCRETIA STONE, who has spent eighty years of an intelligent life, said recently: "The Kindergarten is going to regenerate the world."

CALL for the KINDERGARTEN MAGAZINE or *Child-Garden* at any news stand on the Exposition grounds, where single copies are on sale.

BELOIT, Wis., has two Kindergartens, one enrolling over sixty children. The principal of the latter is Miss Colman.

A KINDERGARTEN of twenty-three children has been organized at Lee, Mass., with Miss S. Law, directress.

THE Louisville Free Kindergarten Association has graduated sixty-seven students.

TWO new Kindergartens were opened in Rochester, N. Y., during the past month.

ANNOUNCEMENTS.

SPECIAL NORMAL MUSIC COURSE

FOR

PIANOFORTE TEACHERS,

CONDUCTED BY

CALVIN B. CADY and FREDERIC GRANT GLEASON.

THE MUSIC EDUCATION OF THE CHILD A SPECIAL FEATURE.

The need of the hour is teachers who know what music and music education mean, and how to apply this knowledge to the development of the child in music perception, thinking, and expression. This is especially true in the relation of the child to *music* and the *pianoforte*.

It is one of the special objects of this normal course to present, illustrate, and demonstrate the principles of music education in relation to the child, thus making it of practical value to Kindergarten teachers, and also all teachers interested in the higher education of the child.

The following courses outline the work:

I. A Normal Course of Lessons on the Teaching of Children.—This is made practical by conducting a class of children through a series of twenty daily lessons. These lessons will follow the principles laid down in Mr. Cady's series of "Letters to Mothers, on the Pianoforte and the Child," published in the KINDERGARTEN MAGAZINE, and republished with additions in the *Music Review*.

II. Course of General Lectures on Teaching,—showing how the principles of education apply in music study and development.

III. Musical Analysis,—a course in the fundamental rhythmic, harmonic, and melodic principles of form in music.

IV. Course of Lessons in the Principles and Practice of Harmony.

V. Demonstrative Course,—practical pianoforte study and playing; five hours per week in classes of five. The course is four weeks,—July 10 to August 5.

Classes will meet in the morning, in order that students who so desire may attend the concerts at the World's Fair. At these concerts may be heard the greater part of the best music, of all classes, which has been produced. The educational value of this is apparent.

Students should reach the city the week previous to the opening,—Monday, July 10,—in order to arrange for board, study, and practice, and be prepared for the work, which begins Monday, July 10, 1893.

For additional information apply to

LYMAN B. GLOVER, Manager,

Auditorium Building, Chicago.

CHICAGO CONSERVATORY, SAMUEL KAYZER, DIRECTOR.

FOR PRIMARY TEACHERS.

A private class for Kindergarten instruction is now being formed for primary teachers who will visit Chicago in July or August. This class will be conducted by leading workers in Chicago, showing the application of Kindergarten methods to daily primary uses. Opportunity will be given for observation in a model Kindergarten. For further information, address Kindergarten Literature Co., Woman's Temple, Chicago.

SPECIAL LECTURES ON MUSIC IN THE KINDERGARTEN.

Miss Mari Ruef Hofer is prepared to make engagements for the coming year with Kindergarten training schools, to give lectures and practical demonstrations of music in the Kindergarten. Miss Hofer has had many years of experience with little children as well as with normal training students. She is prepared to outline work for the daily Kindergarten, to show the essential qualities of true music, and give practical means for musical growth. Address Mari Ruef Hofer, 3449 Prairie avenue, Chicago.

Humorous stories, illustrations, rhymes, and sayings, are always acceptable. A year's subscription to *Child Garden* is given in exchange for such as are worthy.

Anyone desiring assistance and advice for Summer reading may correspond, stating her needs, or call, if in Chicago, at the Temple.

We know of a few places in private homes in Chicago during the Fair, should our friends desire such accommodations.

If you want to realize how very valuable is Volume V, read over the table of contents given in this issue.

Call and see us at the Children's Building at the World's Fair, and look over our valuable collection of Kindergarten literature.

LITERARY NOTES.

"The Poetic Element in Shakespeare," by Hamilton W. Mabie, literary editor of the *Christian Union*, is the second *booklet* issued by the Kindergarten Literature Co. It is the lecture given by Mr. Mabie at the Shakespeare School which was held in the rooms of the Kindergarten College during Christmas week. Mr. Mabie has become a thorough believer in the Kindergarten system of child culture, and is giving much time to the Kindergarten cause in New York city. He is second vice president of the New York Kindergarten Association, of which Mrs. Cleveland is first vice president and Mr. Richard Watson Gilder is president. In the death of Mr. Lowell the country lost its finest literary critic, and in the death of Mr. Curtis it lost its best literary editor. We look to Mr. Mabie as the successor of these two great men, as he is both critic and editor in the highest sense. His is a mind of rare spiritual insight, and now that he has identified himself with practical Kindergarten work, his lectures and essays will be of great value to all mothers and Kindergartners. We recommend this little book to all our subscribers as one of the most inspiring essays published in years. Bound in blue and gold. Price 25 cents.

The Parthenon, which has been carried on for some time as a high-class literary weekly, has been consolidated with the KINDERGARTEN MAGAZINE, and will bring to it experience and the mature considerations of art, literature, and philosophy, showing the practical application of the same to the daily living among our fellow creatures, be they little children or adults. The KINDERGARTEN MAGAZINE has closed a most successful year, and pledges to grow in strength and purpose with each succeeding year. This (June) number contains a full history of the Chicago Kindergarten movement, such as has never before been compiled, and the succeeding numbers will bring similar sketches of the work of other cities. An extra large edition has been provided, that single copies may be purchased by all who are interested. This number should be placed in the hands of interested educators and parents.

By favor of the editor, we have just received a copy of the new book, "Froebel's Letters, to his Wife and Others," compiled by A. H. Heine-mann, well known to the readers of the KINDERGARTEN MAGAZINE. The first chapter of the book is a tribute to Froebel, touching upon the points of his strong but gentle nature, his early efforts to secure the coöperation of women in the work, and some account of his experiments. This volume of letters brings the reader closer to the personal Froebel

than any biography could do, and to such as read between the lines much pleasure and profit are in store. Order through the Kindergarten Literature Co. Price \$1.25.

"Suggestion for a Course of Instruction in Color," by Louis Prang, Mary Dana Hicks, and John S. Clark. Its pages present two fundamental ideas: *The ideal color unit; investigation of the color perception of the child, as the starting point of color instruction.* A course of study is given which is not intended to be arbitrary, but rather aims to lead the child to see, feel, and in some degree express the beauty and power of color. The book contains color charts illustrating the sequence of practical class-room work.

"The Story of Christopher Columbus for Little Children," by Elizabeth Harrison, has just been issued in neat pamphlet form. The purpose of the story is to arouse an admiration for heroic living, and to show the world's homage of the same. It should be in the hands of every mother and teacher. Price 20 cents. Address the Chicago Kindergarten College, 10 Van Buren St.

START out next Fall with more art in your Kindergarten. Have every season typified with some great masterpiece or hero. The "Child's Portfolio of Art" will be most useful to gain this point. It contains forty choice pictures. Price \$1.50. Kindergarten Literature Co., Woman's Temple, Chicago.

MR. EDWARD G. HOWE, who has been gathering together scientific experience and knowledge for many years, promises to satisfy frequent inquiry by bringing out his plan of natural science study the coming year. It will be an exhaustive volume, but very original, accurate, and inspirational.

THERE will be articles in the September number by Miss Harrison, Mr. Denton J. Snider, Miss Mary C. McCulloch, and Miss Josephine C. Locke. The educational value of the World's Fair will be treated of from the artistic standpoint.

Our Dumb Animals for April reproduces the excellent engraving of John J. Audubon, recently published in *Scribner's Magazine*. It is an ideal head, and must inspire with the spirit of the true naturalist all who contemplate it.

"Fads at the Public School; A Plea for the New Education," by A. H. Heinemann—150 pages, 50 cents—sets forth the fruits of the discussions which were brought about by the recent "fad" movement in Chicago.

SEE PROSPECTUS FOR NEXT YEAR, IN THIS NUMBER.

PUBLISHERS' NOTES.

The World's Fair proves to be of so much importance from the Kindergarten view of things that it has been decided to get out a "World's Fair Kindergarten number" of this magazine. The September number will be largely devoted to the educational value of the great Exposition. All that is vital, instructive, and interesting to the Kindergarten and to parents will be treated of from this practical and philosophical point of view. Many of the best educators of the world will contribute special articles, which can never be had in any other way, because being on the ground, they are impressed with the educational value of the beauty and usefulness of the Fair; they see and understand as never before the philosophy that underlies the Kindergarten system of education, and with the enthusiasm that the new thought always awakens, they desire that Kindergartners should get hold of the mighty import of this Exposition from an educational standpoint, and in this fresh enthusiasm they will write with inspired power. This number alone will be well worth the year's subscription. These articles were to have been published in *The Parthenon*, but will now be brought out in the September number of this magazine.

One Way to Earn.—Kindergartners who have no plans for the Summer vacation will find it well worth their extra time to join us in introducing the *Child-Garden* among the mothers everywhere; right inside their own circle and without doing anything unprofessional they can secure ready money. Write us for samples and circulars. One primary Kindergarten sent samples home with the children in the evening, asking them to bring them again in the morning, unless their mothers wished to buy. Within a week she secured fifty subscriptions without soliciting personally, and one-half the money secured belonged to her as the commission. The sample served as the first number in the year's subscription. Quite a number followed her example, and we are glad to give the opportunity to all our friends before school is out. Besides, there is nothing will so quickly awaken a community to the true principles of education as to have the prattling children preach it in the homes through happy song and story; and to introduce *Child-Garden* is to spread the work in the truest way. An extra premium copy of "Child's Christ-Tales" will be given when a list of twenty-five is secured. Write us.

A Fair but Final Offer.—Everyone reading this notice, by subscribing direct through us, can secure both the KINDERGARTEN MAGAZINE and *Child-Garden* for one full year for the club price of \$2. Renewals for next year also received at this rate, which will secure the *Child-Garden* from July, 1893, to August, 1894, and the KINDERGARTEN MAGAZINE from September, 1893, to June, 1894. This offer holds good only until June 15, 1893. Agents do not receive subscriptions on these terms. Address direct to the Chicago business office, Room 1207, Woman's Temple.

Back Numbers.—There is great demand for all back numbers of the KINDERGARTEN MAGAZINE, by many who wish to possess the complete file. This shows a growing appreciation of the practical value of the magazine. There is repeated call for Volume I. The substance of this volume can be secured in the compilation, Mothers' Portfolio. Price \$2.25. Volumes II and III are entirely out of print. A few copies of Volume IV, in cloth, can be had for \$3. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Take Notice.—For the convenience of those whose subscriptions expire, we inclose a very simple form of Convertible Subscription Blank. It is only necessary to fill the blank lines, inclose remittance, fold and seal the edges, which are already gummed for that purpose. This constitutes a secure envelope, already addressed, only waiting a two-cent stamp to be ready for mailing.

Wanted.—Back numbers of the KINDERGARTEN MAGAZINE. Look at your files carefully and send us the following if you can spare them: May, July, December, for 1888; February, 1889; January, 1890; September and October, 1890; February, 1892. Correspond with us if you have these to spare.

Foreign Subscriptions.—On all subscriptions outside of the States, British Columbia, Canada, and Mexico, add forty cents (40 cents) for postage, save in case of South Africa, outside of the postal union, which amounts to 80 cents extra on the year's numbers.

Child-Garden Samples.—Send in lists of mothers with young children who would be glad to receive this magazine for their little ones. Remember some child's birthday with a gift of *Child-Garden*, only \$1 per year.

Always—Send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

Portraits of Froebel.—Fine head of Froebel; also Washington, Lincoln, and Franklin; on fine boards, 6 cents each, or ten for 50 cents. Address Kindergarten Literature Co., Woman's Temple, Chicago.

Many training schools are making engagements for next year's special lectures through the Kindergarten Literature Co. We are in correspondence with many excellent Kindergarten specialists in color, form, music, primary methods, literature, art, etc.

Always.—Our readers who change their addresses should immediately notify us of same and save the return of their mail to us. State both the new and the old location. It saves time and trouble.

Always.—Subscriptions are stopped on expiration, the last number being marked, "With this number your subscription expires," and a return subscription blank inclosed.

All inquiries concerning training schools, supplies, literature, song books, lectures, trained Kindergartners, etc., will be freely answered by the Kindergarten Literature Co.

Send for our complete catalogue of choice Kindergarten literature; also give us lists of teachers and mothers who wish information concerning the best reading.

Every Kindergarten, before starting out for the Summer, should have a bunch of our catalogues to answer the frequent question, "What Shall I Read?"

Is your name registered anywhere for a position next Fall? Send a two-cent stamp for an application blank to the Kindergarten Bureau.

A CHANCE TO MAKE MONEY.

I have berries, grapes, and peaches, a year old, fresh as when picked. I use "Hood's improved process;" do not heat or seal the fruit, just put it up cold. Keeps perfectly fresh and costs almost nothing; can put up a bushel in ten minutes. Last week I sold directions to over one hundred families. Anyone will pay a dollar for directions when they see the beautiful fruit samples. Fall and Winter are the best time to sell directions, so people can experiment and be ready for next season. As there are many poor people like myself, I consider it my duty to give my experience to such, and feel confident anyone can make one or two hundred dollars, round home, in a few days. I will mail sample of fruit and complete directions, to any of your readers, for 19 two-cent stamps, which is only the actual cost of the sample, postage, etc., to me. MRS. W. M. GRIFFITH, New Concord, O.

A PITIABLE sight it is to see an infant suffering from the lack of proper food. It is entirely unnecessary, as a reliable food can always be obtained; we refer to the Gail Borden Eagle Brand Condensed Milk. Sold by grocers and druggists everywhere.

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